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ABSTRACT

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law requires the governing boards of these institutions to submit annual performance accountability reports to the Maryland Higher Education Commission. In 1996, the Commission approved a new accountability system for public higher education that measures campus performance on a series of key indicators that respond to concerns often expressed by lawmakers. These indicators can be grouped into categories of quality, effectiveness, access, diversity, and efficiency/allocation of resources. For each indicator, the public campuses developed benchmarks or goals to measure their performance. This document, in two volumes, contains the fifth report delivered to the Commission under the current system. Volume II contains: (1) a short description prepared by each public institution; (2) a complete set of trend data and benchmarks for each of the indicators for each institution; (3) a listing of each indicator; (4) guidelines for benchmarking the indicators; and (5) the formats for the institutional performance accountability reports of the public campuses. (SLD)

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MARYLAND HIGHER EDUCATION COMMISSION

2000 Performance Accountability Report Maryland Public Colleges and Universities

VOLUME 2

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COMMUNITY COLLEGES

ALLEGANY COLLEGE OF MARYLAND

MISSION

Allegany College exists to improve the lives of people by providing them with quality education and support services at reasonable cost in a convenient and comfortable environment. Allegany College visualizes an institution of higher education that is respected for its overall quality, its faculty and staff, its caring attitude, its physical environment, and its outstanding services to its students and community.

SIGNIFICANT TRENDS

Allegany College experienced steady credit enrollment increases between 1989 and 1993 but has been experiencing slow, gradual, enrollment decreases for the past seven years. Enrollment in continuing education programs also declined during the last 1998-99 academic year, reversing a steady upward trend in registrations. However, both credit and continuing education enrollments are expected to increase, according to MHEC and Allegany College projections.

Credit students at Allegany are mostly traditional, female (66%), white (96%), take classes on a full-time basis (58%), and reside in Allegany County (51%). However, if present trends continue, the College should attract a higher proportion of older, female, and out-of-state students from its tri-state service region. These changes will be driven by College marketing strategies as well as regional economics and demographics. According to the U.S. Census Bureau, the economies and populations of Allegany and neighboring counties in West Virginia and Pennsylvania will grow only slowly during the next few years, with a decreasing proportion of the population being male and under 25 years of age.

The College will continue to offer competitive programs for transfer to institutions in Maryland and elsewhere. However, the bulk of new growth is expected in career programs targeted on emerging industrial sectors, including telecommunications, criminal justice, hospitality, tourism/travel, and allied health. Responding to labor market needs, the College will begin a two-year associate degree Medical Assistant program in FY 2001 and upgrade its Medical Laboratory Technology Program to include a biotechnology option. In addition, it will offer a letter of recognition in Integrative Health encompassing coursework in holistic and alternative medicine. Finally, the College will gain increased visibility by moving its Hospitality programs (including Hospitality Management, Culinary Arts, and Tourism/Travel) into a newly renovated facility located at the Gateway Center in downtown Cumberland during Spring 2001. The College is exploring new programs in several other areas, including Speech Language Pathology Assistant, Paralegal Assistant, and e-Commerce.

The location of the College in the narrow neck of the Western part of the State places it in a unique situation regarding its service area. Pennsylvania is only two miles to the North and West Virginia is a mile to the South. Thus, the majority of the typical service region for commuting students is out of state. Because of the shape of Allegany County and the geographic orientation of its mountains, its economic and social systems trend North and South and are thus tri-state in nature. Tuition subsidies provided by Somerset and Bedford Counties (PA) for students enrolled at Allegany College and participation in the newly formed Southern Tier Education Council (PA) expand the prominence of the College in Pennsylvania. The planned construction of student housing on campus during FY 2001 will create an additional asset to assist in marketing College programs to the State and region. Finally, two newly established academic achievement scholarships, the "Gilpin Freshman Award" and "College Achievement Award" will provide recent Allegany County high school graduates who maintain cumulative grade point averages of 3.00 or higher funding worth up to one-half of their tuition costs. These initiatives are expected to expand accessibility in the region and increase enrollment.

Because the College is located in an economically lagging region, its financial situation is more acute than other community colleges in the state. The College has limited local resources and state funding has not been adequately increased. The funding formula for community colleges provides increased funds to the system but the formula distribution changes placed small colleges such as Allegany at the low end, thus providing insignificant projected increases for the future. Therefore, the College must draw increasingly on revenues contributed by student tuition and fees. Continued student tuition hikes can be expected to counteract trends in favor of increased student enrollment to some extent. Anticipated changes in federal/state formulas for awarding student aid will also affect the enrollment picture at the College. However, the College is responding aggressively with initiatives in the areas of regional marketing, recruitment, scholarships, curriculum, retention, and job placement to ensure that it maintains and increases its service levels to the state and region.

INSTITUTIONAL ASSESSMENT

Long-term planning plays a critical role in the College's efforts to provide quality education at reasonable cost in a convenient and comfortable environment. Information obtained from MHEC indicators is useful in measuring the progress of the College in achieving these goals. Benchmarks established previously continue to be plausible and achievable

The College's biggest challenges continue to be shifting funding sources and expectations of modest enrollment growth. In addition, MHEC has identified one lagging indicator (four-year transfer/graduation rates) for follow-up. The College continues to monitor performance accountability indicators, which were flagged in last year's report (i.e., percent of County population served, percent African American of full-time faculty, and percent African American of full-time executive/managerial). Major strategies being implemented to deal with these and other challenges are organized into the Accountability Report themes of Quality, Effectiveness, Access, Diversity, and Efficiency/ Allocation of Resources.

Quality

The College has, as one of its primary goals, maintaining quality and promoting students' success. With new data available from the 1998 Follow-up Surveys, it is better able to gauge improvements in this area. Both Indicator 1 (Student satisfaction with job preparation) and Indicator 2 (Student satisfaction with transfer preparation) improved over 1996 values. Indicator 3 (Employer satisfaction with graduate hires) remained the same at the maximum value of 100%.

Although indicators 2 and 3 still fall short of 2000 benchmarks, it is important to note that major changes in the graduate questionnaire and survey methodology implemented in 1996 resulted in a much less favorable response rate and may have biased the outcomes. Because of this structural change, it may be necessary to re-visit the benchmarks that were established before the new survey was introduced.

One other quality indicator, transfer student success as measured by GPA first year at transfer institution, surged ahead of its established benchmark of 2.72, reversing a downward trend over the previous three years. Though it is difficult to attribute this increase solely to institutional programs, the College has attempted to enhance student transfer success by improving and evaluating advising and implementing a general education teaching and learning program.

Effectiveness

The College made several improvements over previous year values in this category, including indicator 6 (second year retention rate of remedial students), 8 (four-year transfer/graduation rate), and 9 (# of students transferring to a MD public four-year institution). Indicators 6 and 9 now meet or exceed their benchmarks. Pass rates for each of the Allied Health licensure exams continue to be high and exceed benchmarks in five of eight programs.

Although the four-year transfer/graduation rate rose from 37.5% to 40.1% during the past year, it still lags its benchmark set at 46%. This outcome is the result of several different factors. First, as the College continues to grow into a regional institution, it draws an increasing proportion (now 43%) of its enrollment from out-of-state. Because non-graduating non-resident transfer students are more likely to transfer to out-of-state schools, they are not reflected in Maryland institution transfer figures used to compute this indicator. Regardless, the College continues to develop articulation agreements with other colleges and universities and now offers several distance learning programs on campus in cooperation with a number of four-year schools. Second, the College recognizes that it enrolls an increasing proportion of students who are academically under-prepared (as indicated by low placement test scores) and who are at increased risk of not completing a degree. Because of this trend, the College is responding with more aggressive holistic developmental strategies such as a newly instituted "Learning Community Project" to deal with the problems of retaining at-risk students. This innovative project is faculty-based and involves redesigning curricula, developing applications/problem-solving based instructional approaches, identifying assessments techniques that measure learning outcomes, and adopting collaborative learning and other effective teaching approaches to transform the way faculty teach and relate to each other and to students. Finally, because of the more buoyant regional job market, more students are electing to defer their degrees in order to earn additional income.

Access

Three indicators are included in this category. The first one, tuition and fees in-county, remains on target to meet its FY 2003 Benchmark. The second indicator, percentage of county population served, has fallen three of the last four years and dropped below 50% this past fall. As explained in last year's Accountability Report, this indicator is expected to rebound because of several new campus initiatives such as the construction of on-campus student apartments, the expansion/movement of its Hospitality programs to a new downtown location, new program and course offerings, and improvements in student admissions and registration procedures. Another important development, which should significantly affect county resident enrollment, is the creation of a "Gilpen Freshman Award" which is available to recent high school graduates with a cumulative high school grade point average of 3.00 or higher. This scholarship pays one-half of the in-county tuition costs to graduates of high schools located in Allegany County. The final indicator, continuing education registrations, decreased for the first time in several years. This drop was due to several developments including: the conclusion of a large contract to provide training for Allegany County Board of Education teachers in computer software applications, the increasing reliance of recently consolidated regional health care providers on in-house training, and the termination of the Careerpath program which provided services to single parents and displaced homemakers.

Diversity

The College has established a benchmark for minority representation based on the demographic makeup of its service area population. However, minority and African American enrollments exceed these benchmarks, in part, because of successful College prison education initiatives. Still, the numbers involved are relatively small, and this fact helps to explain some recent volatility in success rates of minority students. Wide swings in success rates may result from the performances of a handful of students such as happened two years ago when 50% of minority and African-American students graduated or transferred. Recent results are much closer to benchmark levels.

The College recognizes the need to increase minority representation in the faculty and administrative ranks, but it has been a difficult task. Statistics available through the State of Maryland Department of Employment and Training indicate a limited pool of qualified minority applicants in this geographical area, and college efforts to attract candidates have not been successful. The problem is exacerbated by the fact that qualified candidates from other areas are unable or unwilling to relocate to this geographical area given the non-competitive salaries the College is able to offer as compared to what qualified minority candidates are able to secure in other areas of the State and country.

Another reason that benchmarks have not yet been met is that the College has a relatively low rate of full-time faculty and staff turnover. Most faculty and administrative vacancies occur as a result of retirements, and, therefore, opportunities to fill full-time positions are infrequent. For example, only two full-time faculty positions were vacated last year. However, the College anticipates a larger number of vacancies within the next two years as faculty who were hired when the Campus was established in 1969 reach retirement age. This should present more opportunities for hiring qualified minorities.

Efficiency/Allocation of Resources

Two of the four indicators (% of LD SCH generated by core faculty, $ endowment value) in the efficiency category increased over last year's levels and three of the four (% of LD SCH generated by core faculty, $ in private giving, $endowment value) exceed benchmark levels. The necessity of curtailing course sections experiencing low enrollment and continued successful College Foundation fundraising activities help to explain these outcomes. The remaining indicator, % budget to instruction, lagged somewhat further behind its benchmark value of 49%. This percentage is expected to increase further once growth resumes. Current and projected enrollment figures available for the fall 2000 semester indicate that growth will resume in the next fiscal year.

ALLEGANY COLLEGE OF MARYLAND

QUALITY						
Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	100%	100%	96%	97%	100%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	97%	98%	92%	98%	98%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Follow-up Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	98%	100%	100%	100%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.74	2.69	2.65	2.81	2.72
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	69%	59%	64%	62%	64%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	66%	64%	60%	65%	63%
7	Licensure exam passing rate	1996	1997	1998	1999	2001 BENCHMARK
	Registered Nursing LIcensure Exam	95%	97%	96%	96%	98%
	Practical Nursing - Licensure Exam	100%	100%	100%	100%	100%
	Dental Hygiene - National Board Exam	100%	100%	85%	100%	96%
	National MLT Registry	100%	100%	100%	83%	96%
	Radiologic Technology - Cert. Exam	100%	100%	100%	100%	96%
	Respiratory Therapy-Certification Exam	100%	93%	100%	100%	98%
	Occupational Therapy Assistant-Cert. Exam	100%	100%	100%	100%	96%
	Physical Therapist Assistant-Cert. Exam	93%	100%	53%	NA	96%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	38%	44%	38%	40%	46%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	# of students transferring to a MD public four-year institution	141	144	135	140	140

ALLEGANY COLLEGE OF MARYLAND

ACCESS

Indicator						
		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$84	$87	$89	$91	$110
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	57%	51%	52%	49%	60%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	12,356	12,418	14,441	10,386	12,500

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	3%	3%	3%	3%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	3%	3%	4%	4%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	0%	0%	0%	0%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	46%	49%	48%	49%	50%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	0%	0%	0%	0%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	47%	47%	50%	50%	50%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	33%	50%	22%	25%	26%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	31%	50%	29%	24%	31%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	63%	54%	62%	69%	65%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	45%	45%	46%	45%	49%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving (includes foundation contributions)	$338,218	$399,805	$885,984	$798,693	$268,786
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value (includes foundation amounts)	$2,050,169	$2,453,997	$3,720,296	$4,630,137	$2,877,412

ANNE ARUNDEL COMMUNITY COLLEGE

MISSION

With learning as its central mission, Anne Arundel Community College strives to embody the basic convictions of the American democratic ideal: that individuals,be given full opportunity to discover and develop their talents, energy and interests, to pursue their unique potentials, and to achieve an intellectually, culturally, and economically satisfying relationship with society. Such opportunity should be easily available and readily accessible to all Anne Arundel County residents.

SIGNIFICANT TRENDS

Transitioning to an era where change is constant places a premium on information to support institutional development. To meet the challenge of transforming to an organization where adaptability, rethinking and refocusing are paramount, Anne Arundel Community College has reengineered its information collection and dissemination systems to provide the college community additional information to support planning and continuous quality improvement. By utilizing the expertise of the Futures Team and the Center for the Study of Local Issues, the Planning and Research Office has established a system for providing more detailed market research on population, labor/economic, workforce, political, educational and technological trends impacting the college. Information from this system continues to be the basis for decision making in such areas as teaching and learning, enrollment management, budgeting, professional development activities, human resources, technology and especially academic/educational program planning.

Academic

The college continues to exemplify the concept of "partner" in providing services that meet our community's needs. We recognize and respond to our role in the community by providing traditional transfer credit education and addressing major workforce development and K through 12 issues. Anne Arundel Community College has and continues to build a national reputation in this area with such partnership initiatives such as the Northrop Grumman Training Project (a business, local government and college partnership) and by providing over 100 new classes in continuing professional education. During FY 99, the college expanded its Northrop Grumman project to include SAP training thereby establishing a curriculum never before offered by a Maryland community college. New initiatives with Anne Arundel County Public schools include career development curriculum for gifted/talented students through a Career Connections grant and the development of three new Tech Prep program pathways (medical assistant, architecture technology and construction management).

The traditional structure of credit and continuing education/noncredit education is becoming a thing of the past. In the new economy, employers are looking at credentials as well as skill sets for the workplace. More and more community colleges are examining their markets to meet the needs of all learners by offering certifications (such as CISCO, Oracle and Microsoft) preferred by adult life long learners and their employers in addition to traditional student programming. The Workforce Investment Act (WIA) provides Anne Arundel Community College with an unprecedented opportunity to examine the way we provide education. Already, academic departments and the continuing education division are examining the curriculum to come up with innovate programming more responsive to current and future workforce needs. The college is also establishing automatic tracking systems to meet WIA accountability expectations.

Demographic

In the past three years, over 29 percent of recent public high school graduates have chosen to attend Anne Arundel Community College. Minorities are the fastest growing portion of the college's credit student body. In fall 1993, minority students comprised 12.9 percent of all credit students. In fall 1999, that percentage increased to 17.2 percent. During the past 5 years, at least 58 percent of Anne Arundel County undergraduate students selected AACC as their educational choice. Anne Arundel's growth has resulted primarily from full-time enrollment growth (22% increase over the past 5 years) and increases in retention rates.

System-wide, Maryland community colleges are losing part-time students. While the traditional age student population is growing, Anne Arundel is facing increasing challenges to attract and retain evening and part-time student populations. Over the past five years, the college's part-time credit student population has declined 5 percent - system-wide the drop was 9 percent. Several internal efforts are happening at this time to examine the reasons why our evening students are not returning. Have these students met their educational goals even though they have not completed a program? Are these students enrolled in our continuing education program? Are Anne Arundel part-time undergraduates choosing other educational institutions? The college will use the results of these analyses to better position itself to meet the needs of non-traditional students with both credit and continuing education programming.

Additionally, enrollment of non-traditional students in noncredit courses continues to increase significantly. As Anne Arundel County continues to aggressively pursue new business, the college expects to meet the new and emerging educational needs of its community and to see continuing increases in training demands from employees and employers as they attempt to keep their skills competitive in a rapidly changing work environment. Our strategic plan includes action plans to keep pace with these emerging demands.

Finance

The state's funding formula is a key factor in providing the level of funding necessary to ensure access and quality over the next three fiscal years. Between FY 2000 and FY 2003, Anne Arundel Community College's state funding is projected to increase 33 percent. The combination of state and county funding coupled with student tuition and fees and continued emphasis on expanding private funding sources, entrepreneurial, corporate training and auxiliary services activities is the college's formula for financial stability. In addition, the college continues to review operations for efficiencies and reallocation as a means of achieving higher-level priorities.

The Board of Trustees has clearly stated its intention and commitment to keeping tuition low by benchmarking tuition and fees at $67 per credit hour in FY 2003 (Indicator #10). For FY 01, the college raised its tuition to $60 per credit hour for in-county residents and did not change the mandatory fee structure. The college and the Board of Trustees take seriously the college's mission to remain affordable to all citizens of Anne Arundel County and to ensure that no one is denied access to educational opportunities because of their inability to pay.

INSTITUTIONAL ASSESSMENT

The college embraces the concept of holding itself accountable for the MHEC mandates of all community colleges: quality, effectiveness, access, diversity and efficiency. In addition to this report, the college's new strategic plan 2004@ AACC.qual.edu charts a course the college will follow as it adapts to change, new challenges and opportunities in the years ahead. Central themes resounding throughout this strategic plan are commitment to institutional effectiveness and responsiveness to changing and emerging student and community needs. The college will monitor and continuously assess this plan through an institutional assessment system with well - defined core indicators for measuring institutional effectiveness in meeting mission mandates, achieving strategic priorities and assessing key systems and processes. Effectiveness measurement will be extended to the department level during FY 01. Objective and outcome achievement is quantitatively and qualitatively measured using base-line data, with benchmarks and effectiveness measures clearly defined within the plan. In addition, there will be a clear and well-defined process linking objectives of the plan with the college's internal budget development process.

Quality

The Maryland Higher Education Commission's Graduate Follow-Up Survey continues to validate that graduates, employers and transfer institutions find AACC students well prepared for their careers and their transfer studies. Students are extremely satisfied with job and transfer preparation. Their perceptions are verified by our 100 percent employer satisfaction rate, a record the college has kept for the last ten years. While the AY 96-97 and AY 97-98 AACC transfer students met the benchmark for first year GPA of community college transfer students, the college dropped below the 2001 benchmark and the statewide average (2.71) for the first time with the AY 1998-99 transfer student cohort (2.68). The college will continue to monitor this indicator.

Effectiveness

The college has made progress in meeting its benchmarks for Indicator #5, "Second Year Retention Rate," and Indicator #6, "Second Year Retention Rate of Remedial Students." Our 1998 cohort rates for these indicators are higher than the community college cohort system averages (65% and 67% respectively). The second year retention rate of the 1998 cohort was 68.1 percent, essentially the same as the 1995 cohort. However, the number of students in the 1998 cohort was 52 percent higher than 1995. Despite the large increase in first-time full-time students, the college retained more students. Advising systems have been restructured and intake assessment processes are being reviewed to meet the continued demand for student services. The college continues to work diligently to reach the FY 2000 benchmarks in each of these two indicators.

AACC licensure exam pass rates (Indicator #7) continue to be exceptionally high and the college takes pride in its on-going efforts to reach the benchmarks. The nursing exam pass rate for FY 99 was 96 percent - way above the state pass rate of 88 percent. The EMT -Paramedic exam pass rates have improved dramatically over the past 4 years to 100 pass rate in FY 99.

The college continues to be concerned with our ability to meet the benchmarks for transfer/graduation rate (Indicator #8) and the number of students transferring to a Maryland public four-year institution. The number of students in the 1997 benchmark cohort is over 300 students (n=1242) more than 1995 (n=903). While the college strives to meet its benchmark of 44 percent, maintaining the current the four-year transfer/graduation rate will positively net more student completors succeeding in degree attainment and/or transfer. The number of students transferring is flat. The college is competing with a high employment rate and a strong economic climate that draws young people to work instead of continuing their studies at a Maryland four-year public institution. The college has instituted a new case management advising system to address these concerns. The college has also submitted a Title III grant proposal to develop systems for a comprehensive intake/assessment, placement, developmental advising and tracking/early alert process working in tandem to more effectively integrate student support services from the point of entry through graduation. Even if the college does not receive this grant, our strategic plan establishes significant portions of the Title III proposal as objectives for the next 5 years.

Access

Anne Arundel Community College believes that its commitment to low tuition and fees keeps the path of higher education open to all potential students. Even with a $2 per credit hour tuition increase beginning in fall 2000, the college's per credit hour tuition and fee structure is one of the lowest in the state. Noncredit and credit enrollment increases indicate that students are not only finding their way to AACC but are selecting Anne Arundel as their first choice in higher education. The benchmark for "percent of county undergraduate population served" has been met for the second consecutive year with 60.5 percent of Anne Arundel County undergraduate students attending AACC. For the vast majority of fall 1999 first-time, full-time freshmen (67%)

stated that AACC was their first and only choice of schools. The benchmark for "continuing education registrations" was also met with 66,710 continuing education registrations in FY 1999.

Diversity

Diversity in the student body continues to increase and the college has met its benchmark for Indicator #15, "Percent of Minorities of Total Headcount Enrollment," and continues to move towards the achievement of the benchmark in Indicator #14, "Percent of African American of Total Headcount Enrollment." Both benchmarks were set to mirror the percentage of minorities in the county population over the age of 18. The student body in 1999 was the most diverse in the college's history, surpassing the fall 2001 benchmark for minority enrollment.

The entire college continues to be concerned with the gap between the graduation/transfer rates of African-Americans and minority students with that of entire population. As described in the college's 1999 MHEC Minority Achievement Report, the college initiated many new programs to address this on-going concern. These efforts helped achieve a four-year success rate of 27.6 percent for all minority students (1995 cohort) - exceeding the benchmark of 25 percent.

The college's commitment to the concept and practice of equal opportunity and affirmative action in all aspects of employment is numerically demonstrated in this year's accountability report. These benchmarks are based on the college's FY 2000 Affirmative Action Plan. The benchmarks are based on the available pool in the college's workforce draw area. The Board of Trustees approved the benchmarks for African American and women in full-time faculty and executive/managerial positions at their June 2000 meeting. The college has exceeded its Affirmative Action goals for women full-time faculty and African American and women representation in the executive/managerial ranks. The college is on target to meet its benchmark of at least 7 percent African American full-time faculty by fall 2001 (6.4% in fall 1999).

Efficiency

The college continues to target the majority of its financial resources (68 percent) directly in support of instruction and academic support as evidenced by Indicator # 23 "Percent of Budget to Instruction." The endowment value is well on the way to meeting the FY 02 benchmark in part due to diversified investment strategies. The college is in the process of a feasibility study and plan for a major gift campaign to begin the next year to increase our private giving efforts. In FY 99 private giving increased by approximately $100,000 over FY 98.

ANNE ARUNDEL COMMUNITY COLLEGE

QUALITY						
Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	99%	100%	99%	99%	100%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	95%	96%	97%	96%	100%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	100%	100%	100%	100%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.71	2.76	2.73	2.68	2.73
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	68%	65%	67%	68%	70%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	71%	68%	71%	68%	72%
7	Licensure exam passing rate	FY96	FY97	FY98	FY99	2001 BENCHMARK
	Nursing	100%	97%	95%	96%	100%
	Radiological Technology	100%	100%	100%	92%	100%
	EMT Paramedic	79%	73%	85%	100%	90%
	EMT Ambulance	96%	95%	97%	100%	98%
	EMT-First Responder	100%	100%	92%	NA	100%
	Cardiac Rescue Unit	NA	NA	NA	NA	100%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	38%	33%	38%	38%	44%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	# of students transferring to a MD public four-year institution	797	762	884	796	923

NA-no testers

ANNE ARUNDEL COMMUNITY COLLEGE

ACCESS

Indicator						
		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$61	$61	$61	$64	$67
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	59%	60%	60%	61%	60%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	48,551	54,668	64,755	66,710	65,000

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	10%	10%	11%	12%	12%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	16%	16%	17%	18%	16%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK*
15	% Afr-Am full-time faculty	7%	7%	7%	6%	7%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK*
16	% women full-time faculty	44%	47%	48%	48%	46%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK*
17	% Afr-Am full-time executive/managerial	10%	9%	10%	15%	9%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK*
18	% women full-time executive/managerial	47%	56%	49%	53%	52%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	20%	16%	18%	20%	21%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	27%	23%	21%	28%	25%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	60%	62%	61%	61%	60%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	56%	55%	54%	55%	57%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	$730,246	$405,864	$341,633	$437,778	$1,000,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	$1,472,660	$1,522,195	$1,604,095	$1,825,522	$2,600,000

* Source: Anne Arundel Community College July 1, 1999 - June 30, 2000 Affirmative Action Plan

BALTIMORE CITY COMMUNITY COLLEGE

MISSION

The mission of Baltimore City Community College is to educate and train a world-class workforce for Baltimore. BCCC provides quality, accessible, and affordable education to help develop the full potential of productivity of the citizens of Baltimore. As a State-supported comprehensive two-year degree-granting college, it provides general education and technical and career education to strengthen the Baltimore economy, transfer preparation in the arts and sciences, creative continuing education programs for adults and businesses, and developmental education and success strategies, with a mastery of critical thinking skills stressed in each area.

SIGNIFICANT TRENDS

Since its creation as a State institution in July 1990, Baltimore City Community College (BCCC) has experienced a 24% increase in its credit headcount, during a period of continuing decline in the City's population. BCCC serves more City residents (30.6% in Fall 1999) as undergraduates than any other institution. Only 2% of the City population attends a Maryland institution of higher education - about half the participation rate in most other jurisdictions. Consequently, the Maryland Higher Education Commission's (MHEC) projected headcount increase of 12% over the next decade is consistent with BCCC's mission to enhance accessibility for City residents.

Continuing growth in the services industry and in allied health and technical occupations, together with the impact of the Workforce Investment Act (WIA) and the increasing needs for retraining of employees, call for creative new program options and a more aggressive pursuit of external funding sources to support them.

BCCC's primary service area, Baltimore City, places BCCC in a different position than any other community college in the state. Baltimore City is unique in that it is the only truly urban political subdivision in Maryland; additionally, two key trends set it apart from other areas in Maryland. First, the population of Baltimore City is continuing to decline. In 1995 there were 279,000 citizens in the age range of 20 – 44; in 2005 there will be 217,000 (according to the Maryland Office of Planning's projections). Second, over the next ten years, the number of Baltimore City Public Schools' twelfth graders is expected to generally decline from 4,459 in 1998 to 4,000 in 2008; this goes against the projected trend for the State. Additionally, BCPS's annual dropout rate is the highest in the State at 10% and Baltimore City's GED Testing Center has the lowest passing rate in the State at 36%. These characteristics have presented BCCC with peerless challenges in terms of recruitment and enrollment management. In order to address these and other marketing and recruitment challenges, the College sought assistance from a marketing consultant firm. Key actions implemented based on the firms' recommendations are discussed in Section III. Institutional Assessment.

The College's Business and Continuing Education Center (BCEC) plays a significant role in addressing the changing workforce and training needs of the City. Since Federal and State initiatives, including WIA, require us to look at programs and completion rates in new ways, BCEC has developed many new course and program offerings. Examples of BCCC's responsiveness to businesses needs include the new customized training programs administered including: Surgical Technology, Call Center Training, and Pharmacy Technology. Additionally, BCCC is finalizing arrangements to open several new off-site locations introducing credit/non-credit shared courses and programs to increase BCCC's offerings and access to our services. Recent years' increases in non-credit FTEs reflect how important these types of programs are for the continued growth of the College.

Based on the successful passage of funding legislation in the 1998 General Assembly, the College's funding is now linked to the State aid provided to public four-year colleges and universities. Consequently, BCCC will receive approximately $3.4 million in new State funding in FY 2001. This funding mechanism is consistent with the community college funding formula enacted for the other fifteen community colleges in 1996. With this funding enhancement, it is hoped that BCCC will achieve the State average for unrestricted revenue per FTE within the community college system. The College did not increase tuition in FY 1999 or FY 2000 and will continue to hold tuition steady in FY 2001.

To summarize: recent trends show expansion in overall enrollment, challenges with respect to our service population and workforce needs, improvements in some student outcomes, challenges in remedial course work and student support, and a change from the essentially flat State support since BCCC's renaissance as a State institution.

INSTITUTIONAL ASSESSMENT

Quality

BCCC graduates tend to be quite satisfied with their job preparation; 100% of the 1998 career program graduates rated their preparation as "Very Good", "Good", or "Fair" (Indicator 1). This is a 3.5% increase from the 1996 graduates and meets the 2000 benchmark. Employer satisfaction with BCCC graduates remained extremely high at 100% (Indicator 3). BCCC's transfer student GPA has gradually increased from 2.49 for AY 1995-96 to 2.64 for AY 1997-98, which exceeds the College's benchmark of 2.60 (Indicator 4). Graduates' ratings of transfer preparation decreased slightly to 90% (Indicator 2). The College's internal program evaluation process uses several measures to identify specific programs where improvement should be sought. It is hoped that transfer articulation agreements discussed below in the "Effectiveness" section will enhance transfer preparation and performance.

Effectiveness

BCCC decreased slightly in terms of the second year retention rate of all students (Indicator 5) and increased slightly for remedial students (Indicator 6). BCCC has many activities underway to address the retention of students. In 1998 the College designated the Quality Circle on Retention, Phase 2 (QCR2) to identify barriers to student retention and to stimulate, coordinate, and monitor efforts to address and improve student persistence. The QCR2 focused on reengineering BCCC's developmental education process with the goal of increasing retention generally. As a result, BCCC implemented learning communities. Learning communities are designed specifically to increase the pass rate in developmental English and consist of a group of students co-enrolled in two (or more) courses that continue on together for four semesters under the guidance of a mentor. The mentor is a counselor/educator who provides intensive personal assistance, guiding student members successfully from orientation through completion of their fourth semester at BCCC. This year the Student Council on Retention has been established to review and follow-up on the College's retention initiatives. It is chaired by the Vice President for Academic Affairs and has college-wide representation. Additionally, a new plan for academic advising has been implemented to reduce the advisor-to-student ratio and enhance the frequency and quality of contact in the advisement process. In Fall 2000 a computerized Goal Attainment Plan will be implemented to help ensure that no student registers for courses without seeing an advisor. Specialized support services include the Positive Men's and Women of Strength programs and the Retention Services Center (RSC). The RSC focuses on increasing the retention of high-risk students in selected career programs through specialized counseling, academic advising, personal development seminars, and faculty consultations. Other initiatives from the College's Student Development Unit include personal and case management programs. Strong linkages between classroom activities and counseling and library services remained a focus particularly in BCCC's PRE 100, a freshman orientation course run by the Academic Development Program (with 1170 students enrolled in Fall 1999). BCCC's Office of Institutional Research studies have shown that the fall-to-fall retention rate of students who take PRE 100, regardless of the outcome, is 51% compared to 43% for students who did not take it. For students who pass PRE 100, the rate increases to 66%. For African American males who pass PRE 100, the fall-to-fall retention rate is 60% compared to 38% for those who do not take the course. This data led to the development of a special section of PRE 100 for African American males. This section was piloted in Fall 1999 with additional topics, videos, reference texts, and activities designed to address the needs, background, and goals of BCCC's African American male population. The childcare center at the Liberty Campus, known as the 'Kiddie Kollege,' has been an added convenience to students with children. The hours are built around BCCC's class schedule and students enrolled in the Early Childhood Education program assist the Center's staff enabling them to fulfill their 'laboratory' requirement on campus. These collaborations provide increased support to students in addressing their many challenges.

At BCCC, successful completion of all required developmental courses is the greatest challenge in terms of retention and graduation. An extremely high proportion of entering students require extensive developmental coursework, in most cases, many semesters (see Indicators 27 - 29). Therefore, the majority of BCCC students need more than two years to complete an AA degree thereby decreasing the likelihood of graduation and/or transfer. Given these challenges, BCCC implemented special summer initiatives to prepare these students who need to develop their skills in English, mathematics, and reading. BCCC's Summer Academic Institute provides course work in English or reading, mathematics, computer literacy, and an orientation to college. As part of this program, students develop a support system through the establishment of a learning community. While the four-year transfer/graduation rate (Indicator 8) and the number of student transferring to Maryland public four-year institutions (Indicator 9) declined, BCCC is hopeful that the retention efforts mentioned above combined with new articulation agreements will increase this rate. New articulation agreements have been approved and signed with Baltimore International Culinary College and University of Baltimore. BCCC is also in the process of finalizing an agreement with Strayer University.

BCCC, through its ongoing program evaluation process, seeks to continually improve its passing rates for licensing exams in the Allied Health fields (Indicator 7). In 1999, the RN Nursing licensing exam passing rate increased again to 97.9%. An action plan was implemented to increase the passing rates for the Dietary Manager and Dietetic Technician licensing exams focusing on curriculum review and enhancement, a more comprehensive final examination, a computer-based case study review, and additional course requirements. As a result, both the Dietetic Manager and Dietetic Technician licensing exam passing rates increased in 1999. Currently, licensure is not a requirement for Dietary Managers or Technicians. However, program staff is continuing to "market" the exam emphasizing clinical and supervisory opportunities. BCCC's passing rate for the National Dental Hygiene licensing remained high at 96%. The Respiratory Care program had students sit for the exam for the first time in three years and achieved an outstanding 100% passing rate.

Access

BCCC is proud of its 31% "market share" (Indicator 11). Baltimore City has many colleges and universities and BCCC enrolls the highest percentage of undergraduate residents of any Maryland institution. In keeping with the College's commitment to provide accessibility to all City residents, BCCC implemented a "Weekend College" in Fall 1998 at the Harbor Campus and is currently exploring new off-campus locations for credit and non-credit courses. BCCC's Enrollment Management Unit's initiatives designed to increase high school completion and interest in college include early enrollment course offerings to high school juniors and seniors and linkage programs like Upward Bound and Talent Search that target middle and high school students. The Offices of Admissions, Public Relations, and Community Relations continue to coordinate their recruitment, advertising, marketing, and outreach initiatives with the College's Marketing, Recruitment, and Retention of Students (MaRRS) Committee. In addition to MaRRS, the College sought assistance from a marketing consultant firm in 1999. The firm conducted an extensive study and the College has implemented many of their recommendations. An Acting Executive Director (ED) of Marketing and Communications has been appointed while a search for the position is underway. The ED, together with a MaRRS subcommittee is developing a comprehensive marketing plan. The consultants are also working with the President's Council on a "tag line" for the College. In addition, the Public Relations, Publications and Community Relations Offices all now reside in the Marketing and Communications Unit. It is expected that these initiatives will result in new ways to market BCCC and attract students from all sectors of the City. In conjunction with the new marketing efforts, the College is committed to improving its customer service. "One Stop Shops" have been established at both the Harbor and Liberty Campuses for evening students. In one office students can obtain services from the Admissions Office, Testing Center, Registrar, Counseling Center, Financial Aid Office, and Student Accounting Office. On average, over 200 students a month are seen in each "shop."

BCCC's Business and Continuing Education Center experienced a 10% decline in registrations from AY 1997-98 to AY 1998-99 (Indicator 12); however, non-credit FTEs increased 9% over the same period. BCCC is optimistic about its continuing education enrollments in literacy and customized training programs due to the needs of the service population; 40% of City residents over 25 years of age do not have a high school diploma and more area businesses are focusing on retraining employees.

Diversity

BCCC's student body reflects a stable proportion of students who are African American, the proportion of African Americans has remained at 82% or 83% for the past four Fall semesters (Indicator 13). Similarly, the proportion of minority students has remained relatively stable for the past four fall semesters ranging from 88% to 91% (Indicator 14). The four-year transfer/graduation rates of African American students (Indicator 19) and of all minorities (Indicator 20) decreased, both to 14% for the 1995 cohort. Major initiatives underway to enhance these students' success include the Task Force on the Recruitment and Retention of African American Males, the PRE 100 course designed for African American Males, and other retention initiatives described above in the "Effectiveness" section.

The percent of full-time faculty who are African American (Indicator 15) increased slightly in Fall 1999 to 46%, which is BCCC's benchmark. The percent of African American executives/managers (Indicator 17) and the percent of women executive/managers (Indicator 18) both increased in Fall 1999. BCCC's Affirmative Action policy is expected to continue to increase the percentage of African American executives/managers and women executives/managers by Fall 2001. The percentage of full-time faculty who are women (Indicator 16) decreased slightly to 54%.

BCCC promotes campus-wide diversity awareness through its Institute for Inter-Cultural Understanding whose membership includes students, faculty, and staff.

Efficiency/Allocation of Resources

The percent of student credit hours generated by core (full-time) faculty has been addressed by increasing the number of full-time faculty (Indicator 21). In AY 1998-99 priority was given to designating current PINS to the classroom; therefore, in AY 1998-99, two full-time faculty were added to the Mathematics Department and one was added in the Fine Arts Department. In Fall 1999, two full-time faculty were hired for the English Department and a PIN was returned to the Education program. A new PIN is being added to the Mathematics Department for Fall 2000. BCCC has seen steady increases in its endowment value since FY 1996 (Indicator 24). The private giving amount excludes $35,000 raised through the Innovative Partnership for Technology (IPT) (Indicator 23). Over the next four years the Foundation will be soliciting support for the Private Donation Incentive Program (PDIP) and the IPT Campaigns, as well as other fundraising initiatives. The PDIP is a $250,000 campaign that ends in FY 2004 and involves raising funds for endowment contributions that will be matched dollar-for-dollar by the State. The IPT also involves matching State dollars. The second phase of this $200,000 campaign will end in FY 2002. The Foundation Board is committed to these campaigns and other identified fundraising initiatives in order to reach its benchmarks.

BALTIMORE CITY COMMUNITY COLLEGE

QUALITY

Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	98%	99%	97%	100%	100%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	97%	92%	93%	90%	100%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	100%	NA*	100%	100%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.49	2.59	2.58	2.64	2.60

* NA - Response Rate was too low to be meaningful (Total Responses = 5.)

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	62%	53%	57%	55%	65%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	64%	58%	60%	63%	65%
7	Licensure exam passing rate *(NA* - No students sat for exam that year)* *(NA ** - Respiratory Therapy program was voluntarily suspended; it was reactivated in Sept. 1997)*	1996	1997	1998	1999	2001 BENCHMARK
	Dietary Manager	43%	50%	50%	56%	85%
	Emergency Medical Services - EMT-P	54%	92%	75%	100%	65%
	Health Information Technology - AMRA	67%	NA*	86%	50%	65%
	Respiratory Therapy-MD-Entry Level Exam	79%	NA**	NA**	100%	85%
	Nursing- National Council	91%	78%	96%	98%	100%
	Physical Therapy - Assessment Systems	91%	100%	93%	88%	100%
	Surgical Technology-Asc Surg Tech Exam	50%	NA*	NA***	NA***	75%
	Dental Hygiene - National (Written) Board	96%	91%	100%	95%	100%
	Dietetic Tech - ACT Certification Exam	27%	25%	50%	67%	50%
	Four-year transfer/graduation rate	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	(Transfer w/in MD & to public inst.)	20%	20%	17%	16%	30%
	# of students transferring	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	to MD public four-year institutions	253	305	266	249	350

BALTIMORE CITY COMMUNITY COLLEGE

ACCESS						
Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$65	$65	$65	$65	$81
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	29%	30%	30%	31%	30%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	14,228	14,576	14,760	13,345	15,150
DIVERSITY						
Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	82%	82%	83%	83%	82%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	88%	90%	90%	91%	90%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	39%	42%	46%	46%	46%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	58%	57%	56%	54%	56%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	62%	62%	55%	57%	60%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	60%	60%	45%	48%	50%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students (Transfer w/in MD & to public institutions)	17%	20%	16%	14%	30%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities (Transfer w/in MD & to public institutions)	20%	20%	16%	14%	30%
EFFICIENCY/ALLOCATION OF RESOURCES						
Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	50%	50%	47%	48%	55%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction (credit & non-credit)	45%	42%	42%	42%	45%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving (*Exclude $35,000 from IPT)	$146,193	$155,754	$184,601	$155,551*	$245,000
		FY 1996	FY 1997*	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	$106,736	$109,758	$116,082	$139,215	$300,000

BALTIMORE CITY COMMUNITY COLLEGE

INSTITUTION SPECIFIC

Indicator	Unrestricted Revenue per Student FTE	FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
26	(credit & non-credit FTEs 'eligible' for State aid)	$4,861	$5,682	$5,738	$6,290	Statewide Average
26a	BCCC as a percentage of statewide average	83%	92%	88%	94%	100%
27	BCCC Annual Pell Grant Recipients as percentage of fall headcount	FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
		71%	72%	74%	75%	72%
28	% recent H.S. college prep graduates requiring remediation in Mathematics	AY 1994-95	AY 1995-96	AY 1996-97	AY 1997-98	AY 2000-01 BENCHMARK
		62%	54%	74%	83%	31%
29	% recent H.S. college prep graduates requiring remediation in English	AY 1994-95	AY 1995-96	AY 1996-97	AY 1997-98	AY 2000-01 BENCHMARK
		69%	79%	77%	65%	19%
30	% recent H.S. college prep graduates requiring remediation in reading	AY 1994-95	AY 1995-96	AY 1996-97	AY 1997-98	AY 2000-01 BENCHMARK
		60%	80%	77%	70%	24%

CARROLL COMMUNITY COLLEGE

MISSION

Chiseled above the college's main entrance are the words "Enter to Learn." This invitation captures the spirit and purpose of Carroll Community College. The college focuses on the intellectual and personal development of the learner; promotes innovative, effective teaching; embraces a changing world; establishes a sense of community for students and staff; uses resources effectively; and promotes life-long learning.

Carroll Community College aspires to successfully meet the post-secondary education and training needs of the citizens, businesses, and organizations of Carroll County, as delineated in the college's statements of vision, mission, purposes, values, and strategic priorities. The college aspires to be the best it can be in this pursuit; it does not seek to emulate any other institution.

SIGNIFICANT TRENDS

The college's demographic and financial environments did not undergo significant change during the past year. However, the academic and administrative environments experienced substantial change.

Carroll Community College has completed its first full year under the leadership of Dr. Faye Pappalardo, who assumed the office of president on July 1, 1999. The college celebrated Dr. Pappalardo's inauguration in October, 1999. Dr. Pappalardo has put student learning in the forefront of her goals with an emphasis on providing learning opportunities at any time, at any place, and at any pace.

With this focus on student learning, Dr. James Ball presented the college's Academic Plan for 2000-2003. This plan embraced the "Learning College" paradigm and emphasized the need for better learning outcomes assessment, a focus on learner needs, expanded delivery options, faculty development, improved perceptions of quality, and curriculum and program enhancements. Collaboration with the Maryland Community College Teleconsortium and Maryland Online has allowed the college to expand its distance learning options. Consortium agreements, partnerships, and articulation agreements have allowed the college to provide a wider range of noncredit training and credit transfer options. An allied health care consortium is under development.

The Planning Advisory Council created a Technology Advisory Group and charged them with updating the college's Technology Plan. The Technology Plan was presented in April 2000 and focuses on ensuring that the college continues to provide up-to-date technology to support the instructional mission.

The college's Marketing Team developed a Marketing Plan for FY2001-FY2002 that outlined six initiatives aimed at increased enrollment. Priority marketing initiatives include implementing "The Better Freshman Year" campaign targeted at county school students, parents, teachers, and counselors; promoting credit and noncredit information technology training courses and programs for both career entry and job skill upgrading and certification; promoting county business development contract and open enrollment training; implementing a municipality outreach program; beginning the process of becoming an e-commerce organization; and designing and implementing a collegewide graphic identity program.

Finally, self-examination and assessment have characterized much of the college's activities in FY 2000. Considerable data collection was required for the development of the academic, technology, and marketing plans. At the same time, the Middle States Self Study process involved virtually all members of the college community through core study groups or the Steering Committee. The core study groups gathered a wealth of information and data in response to charges in the following areas: teaching and learning, faculty, student services, learning resources center, planning, marketing, and governance. In addition to the Self Study efforts, the college's Planning, Marketing and Assessment area began compiling data for the set of 72 Institutional Effectiveness Assessment Measures adopted by the Board of Trustees on July 21, 1999. In a January 2000 work session, the Board received the college's first report on these indicators.

INSTITUTIONAL ASSESSMENT

Carroll Community College has made good progress toward the achievement of its benchmarks for quality, effectiveness, access, and resource use. While there are some indicators in which there is considerable fluctuation in performance from year to year, this is generally due to the small sample sizes related to those indicators. The one area that remains a challenge for the college is ethnic diversity. This portion of the report will briefly outline the progress the college has made in each area assessed by the Commission's mandated Institutional Performance Accountability indicators.

Quality

The college exceeds each of its quality benchmarks. Results of the 1998 Graduate Follow-up Survey indicate that students were satisfied with the preparation they received at Carroll, both for the workforce and for transfer to a four-year institution. Additionally, Carroll Community College's students continue to perform well in their first year of transfer to a Maryland public institution; the benchmark first year GPA of 2.50 has been exceeded for each of the past five years.

Effectiveness

The college continues to work to meet its effectiveness benchmarks. This year, the college exceeded its benchmark for the number of students transferring to Maryland public four-year institutions, sending 184 students in academic year 1998-1999. Second year retention rates have increased for the second consecutive year. The second year retention rate for the 1998 cohort was 68.6 percent, less than 2 percent under the benchmark of 70 percent. The second year retention rate of remedial students has increased over the four-year period but continues to be almost five percent below the benchmark. The college will continue to examine strategies to aid in the retention of this population. The Physical Therapist Assistant licensure passing exam rate continues to fluctuate. This fluctuation may be due, in part, to the relatively small and somewhat variable sample size for this indicator (16 students in AY 1997-1998, 36 students in AY 1998-1999). It should be noted that the college's pass rate, while below the benchmark, remains above the national average. The college is developing strategies to increase the pass rate of future cohorts.

Access

The college's performance on the access indicators demonstrates that Carroll Community College is an affordable provider of education and training for county residents. Tuition for FY 2001 is $5 below the benchmark set for FY 2003. The number of continuing education registrations in FY 1999 exceeded the benchmark of 10,500. The percent of the county population served (as measured by the percentage of Carroll County residents attending a Maryland college or university as undergraduates who were enrolled at Carroll Community College), fell in fall 1999 to 45.3 percent. This percentage continues to be below the 50 percent benchmark. With the implementation of the college's new Marketing Plan, the college is confident that its service to Carroll County as measured by resident enrollees will increase.

Diversity

As indicated in its 1999 Progress Report on Minority Achievement, ethnic diversity is a concern for Carroll Community College. The ethnic composition of the county continues to pose a challenge, as it provides a relatively small market from which the college may draw minority employees or students. To increase the number of minority applicants, the college began advertising all professional and administrative positions in Black Issues in Higher Education in summer 1999 and began national searches for faculty positions. Given the short period of time between the implementation of this strategy and the collection of the data in fall 1999, along with the relatively small number of new administrative/professional/faculty hires per year, the impact of this effort cannot yet be seen.

The college met its benchmark for African American enrollment, with 2.2 percent of the fall 1999 student enrollment. The percentage of all minorities fell to 3.8 percent and remains considerably below the benchmark of 6.0 percent. As the college puts increased emphasis on recruitment of new students, the increased diversity of the student body will remain a goal. The small size of Carroll's full-time minority student population makes measurement of minority student achievement problematic. For example, of the 1993, 1994 and 1995 cohorts of first time, full-time students, 5 or fewer per year were African-Americans. These small sample sizes are extremely sensitive to change, can result in great fluctuations in success rates, and preclude meaningful analysis.

Efficiency and Allocation of Resources

Carroll Community College continues to work to meet or exceed its Efficiency and Allocation of Resources benchmarks. The percent of credit hours taught by full-time faculty in the 1998-99 academic year remained above the benchmark for AY 2000-01. The percent of the budget allocated to instruction fell for three years, but increased in FY 1999 to 41percent. The transition of all administrative support from the old Catonsville system, an initiative supported by the Middle States accreditation process, translated into increased administrative costs. It should be noted that when Academic Support expenditures (e.g. academic computing) are combined with those for Instruction, the percentage of the budget which goes to instruction and support for instruction increased from FY 1996 to FY 1999 and is well above 50 percent.

CARROLL COMMUNITY COLLEGE

QUALITY						
Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	N/A	98%	92%	95%	90%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	N/A	88%	93%	94%	85%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	N/A	100%	100%	100%	85%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.58	2.60	2.55	2.71	2.50
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	68%	63%	68%	69%	70%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	58%	58%	60%	60%	65%
	Licensure exam passing rate	AY 1995-96	AY 1996-97	AY 1997-98	AY 98-99	2001 BENCHMARK
7	Physical Therapist Assistant	93%	100%	94%	75%	90%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	N/A	42%	41%	35%	35%
	# of students transferring	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	to MD public four-year institutions	154	166	160	184	170

CARROLL COMMUNITY COLLEGE

ACCESS

Indicator						
		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$71	$76	$83	$85	$90
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	45%	45%	46%	45%	50%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	9,464	9,488	10,196	10,595	10,500

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	2%	2%	2%	2%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	3%	4%	4%	4%	6%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	0%	0%	0%	0%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	63%	61%	62%	61%	58%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	1%	0%	0%	0%	4%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	63%	50%	53%	50%	55%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	N/A	N/A	N/A	N/A	35%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	N/A	17%	33%	29%	35%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	53%	61%	62%	60%	55%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	46%	44%	40%	41%	49%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving*	$92,362	$123,406	$210,424	$139,680	$150,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value**	$167,442	$241,749	$351,553	$397,103	$250,000

Note: N/A on four year success rate of African American students due to small sample size (5 or fewer)

* Money raised by the Carroll Community College Foundation.

** Carroll Community College does not have an endowment account. This number includes the endowment value of the Carroll Community College Foundation.

CECIL COMMUNITY COLLEGE

MISSION

Cecil Community College is a small, publicly funded, open-access institution that promotes educational, cultural and economic development in a changing county in rural northeastern Maryland. The faculty and staff are dedicated to providing an optimal education in an environment that fosters social responsibility and appreciation for cultural diversity. Cecil Community College offers high-quality transfer, career credit, and continuing education courses and programs that are designed for college preparation, for the acquisition and upgrading of employment skills, and for personal enrichment. A variety of student services are available to help students formulate and achieve their goals.

Cecil Community College will have an educational impact on every household and organization in Cecil County.

SIGNIFICANT TRENDS

The role of technology in the development, delivery and support of instructional programs remains a dominant issue for Cecil Community College. During the past year, the college finalized a two-year information technology plan that will begin to be implemented during fiscal year 2001. This plan guides the college's strategic decisions regarding the purchase and deployment of technology, as well as directing the college's efforts in the development of credit and continuing education workforce development programs in information technology. Cecil Community College is also actively engaged in the delivery of distance learning through the Internet and is a participant in the Maryland Community College Teleconsortium. The focus on technology has required the college to dedicate a significant amount of its resources to the upgrade of faculty and staff technical skills. It is expected that this effort will remain and ongoing challenge in the years to come.

In an effort to promote access, Cecil Community College has worked to keep tuition and fees affordable for all citizens. The current in-county credit hour rate is $67, which places the college in the lower 50% of community colleges statewide. The college enjoys the active support of the county government and has an active foundation that oversees an expanding endowment. Spurring economic development within Cecil County continues to be a challenge for the public and private sector. The department of economic development is actively working to reverse the past trend of residential growth far surpassing industrial growth. This is a critical issue for the college, as the increased tax revenues for industrial growth will ultimately support the college.

The college has seen an increase in the percentage of traditionally aged, full-time credit students enrolled at the college. This is in part due to the college's active participation with county high schools in a scholarship program that has caused a downward trend in age. Additionally, the low unemployment rate has caused a decrease in the number of part time, nontraditional students who are enrolled at the college.

INSTITUTIONAL ASSESSMENT

Response to specific questions raised by MHEC

Indicator 8 - Four-Year Transfer Graduation (Success) Rate
Cecil's benchmark is 30 percent. However the success rate of new full-time, degree-seeking students has slipped from 32 to 23 percent during the past four cohorts.

Response: Although the 31.5% graduation rate for Cecil in the latest 1995 cohort now exceeds the 30% benchmark, this number will vary annually due to Cecil's geographic location because our students can easily transfer and commute to nearby interstate colleges. Last year, the college hosted the first annual county College Transfer Night, which should have a positive influence on the number of students transferring to Maryland colleges.

Indicator 13 - Percent African American of Total Headcount Enrollment
Cecil's benchmark is 5 percent. But the proportion of African Americans has fluctuated between 2.9 percent and 3.3 percent during the past four years.

Response: The Fall 1999 enrollment shows 4.4 percent, which shows an overall improvement towards the benchmark of 5 percent, which reflects the county distribution. It is also notable that African American enrollment in non-credit courses has reached 10 percent.

The college has increased partnerships with the public schools to target minority students at the middle school level through the "Grow Your Own" and the "Each One Reach One, Each One Teach One" programs. Both programs include repeated on-campus visits to increase the comfort level and familiarity of students with the campus.

The Minority Student Services Advisory Board comprised of community members provides recommendations to the college to increase minority student enrollment.

Indicator 15 - Percent African American of Full-Time Faculty
Cecil's benchmark is 5.0 percent. While the percentage that African Americans comprise of its full-time faculty has steadily inched up from 2.3 percent to 2.7 percent during the past four years, this is still far short of the college's goal.

Response: The Minority Student Services Advisory Board formed a subcommittee that made recommendations to enhance the hiring process to attract African American full-time faculty. These procedures were adopted in FY99.

Indicator 17 - Percent African American of Full-time Executive/Managerial
Cecil's benchmark is 5 percent. But it has not employed any African Americans as full-time executive/managerial staff for the last four years.

Response: Cecil reports five positions in the executive/managerial category. The Minority Student Services Advisory Board formed a subcommittee that made recommendations to enhance the hiring process to attract African American full-time employees. These procedures were adopted in FY99.

Indicator 18 - Percent Women of Full-time Executive/Managerial
Cecil's benchmark is 51 percent. But women have constituted just 40 percent of the executive/managerial staff for the last three years.

Response: Cecil reports five positions in the executive/managerial category and considers a result of 40 percent acceptable.

Indicator 20 - Four-Year Transfer/Graduation Rate of All Minorities
Cecil's benchmark is 30 percent. However, the transfer/graduation rate of all minority students has fallen from 46 percent to 17 percent during the past four years.

Response: Since the number of Minority students at Cecil is so small, the number of these students who go on to four-year colleges is in the single digits. The value of this statistic is therefore extremely limited given the low population involved.

CECIL COMMUNITY COLLEGE

QUALITY

Indicator						
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	100%	100%	100%	85%	100%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	100%	100%	90%	93%	100%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	100%	100%	100%	100%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.54	2.69	2.59	2.74	2.75

EFFECTIVENESS

Indicator						
		1995 Cohort	1996 Cohort	1998 Cohort	1999 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	62%	57%	56%	54%	59%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	67%	58%	65%	57%	63%
	Licensure exam passing rate	1996	1997	1998	Insert Year	2001 BENCHMARK
7	National Council Licensure (Nursing)	92%	92%	86%	86%	95%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	23%	25%	23%	32%	30%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	# of students transferring to MD public four-year institutions	49	44	56	74	54

CECIL COMMUNITY COLLEGE

ACCESS

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$64	$64	$67	$67	$76
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	66%	66%	66%	66%	67%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	9,571	9,369	10,609	10,483	9,300

Diversity

Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	3%	3%	3%	4%	5%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	6%	7%	6%	8%	7%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	3%	3%	3%	0%	5%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	51%	51%	54%	56%	51%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	0%	0%	0%	0%	5%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	40%	40%	40%	40%	51%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	100%	0%	0%	20%	30%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	20%	17%	17%	14%	30%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	64%	57%	63%	56%	65%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	55%	55%	55%	53%	55%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	$237,987	$867,422	$366,374	$192,862	$250,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	$613,677	$992,909	$1,055,760	$1,045,000	$1,250,000

CHESAPEAKE COLLEGE

MISSION

Chesapeake College is a comprehensive public two-year regional community college serving the educational, economic development, and cultural needs of the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot counties on Maryland's Upper Eastern Shore. The College's mission is to provide a learner-centered environment where students can maximize their potential for intellectual and personal growth at a reasonable cost. A learner-centered environment provides quality educational experiences and support services, a focus on student achievement, choice in instructional delivery, and innovative use of instructional technology.

SIGNIFICANT TRENDS

Academic Trends

Academic trends affecting achievement of benchmarks (which are shown in a matrix later in this report) include the College's emphasis on providing a learner-centered environment where students can maximize their potential—whether their goals are oriented toward careers or transfer. Alumni appear satisfied with this environment as shown in survey results and first-year transfer GPAs. Secondly, partnerships in the allied health field, as well as other areas, enable students to enroll in programs where they can earn the credentials for employment in their chosen field. The high licensing examination pass rates in radiologic technology and emergency medical technology (paramedics) provide examples of this success. Thirdly, the College actively seeks to promote access; another goal emphasized in the accountability indicators, by providing choice in instructional delivery (e.g., through distance learning, video, internet, noncredit) as well as in convenient scheduling options (winter term, weekend classes, accelerated courses, etc.) and in location (two satellite centers, local high schools, etc.).

In addition, in accordance with its Strategic Plan, the College supports multicultural activities and perspectives, including efforts to increase the multicultural diversity of students, staff and faculty. Factors affecting these efforts are detailed in Part III. Other academic trends include emphasis on professional development and training in the use of instructional technology.

Demographic Trends

These trends include the growth in minority student enrollment through concerted outreach efforts in the College's service area, a recent slight increase in the number of full-time students (the majority of whom are of traditional college age), an increase in the number of students whose native language is not English testing into developmental courses, and a growing number of noncredit students, particularly senior citizens and those receiving computer and other kinds of specialized training. (The Full-Time Equivalency (FTE) in noncredit courses increased 47% between FY 1996-99.)

The College has traditionally provided strong preparation for students who intend to transfer (offering transfer-advising sessions), and the number actually transferring to Maryland public four-year institutions has remained strong over the past four years.

Financial Trends. For a third year in a row the Board of Trustees has "frozen" tuition in order to contain costs and keep the College's educational offerings affordable for Upper Shore students. At the same time, the College has continued its collaboration with regional partners, including those supporting allied health offerings, and its efforts to increase revenue through private giving (as shown by the achievement of these benchmarks). As a proportion of total revenues, local (county) allocations fell slightly from 38.8% in FY 1998 to 37.3% in FY 1999.[1] The College continues to support its Strategic Plan implementation by requiring that all budget requests be linked to one of six major initiatives.

INSTITUTIONAL ASSESSMENT

Quality

Over the past four years, survey results have shown consistently high satisfaction ratings from recent Chesapeake alumni on their transfer and job preparation and from employers on the quality of their Chesapeake employees. In the latest set of alumni survey data, student satisfaction with job preparation at 97.8% almost matches the benchmark of 98% and exceeds the 90% rating from the prior year. Student satisfaction with transfer preparation dropped slightly from past years to 92.3%, still very high but slightly below the 97% benchmark. This figure may be an anomaly since the ratings from prior years consistently met the benchmark, but because transfer preparation is an important aspect of the College's mission, the College will closely monitor this indicator. The latest survey of employers shows a 100% satisfaction rate.

The fourth indicator of quality is the first-year GPA of Chesapeake transfers-out, and the latest data show a 2.77 GPA, exceeding the 2.75 GPA benchmark. This GPA exceeds the overall Maryland community college GPA average (of 2.71).

Effectiveness

Characterized by indicators dealing with retention rates, licensure exams and numbers of transfer students, the College exceeded its benchmark on three of the five indicators. The College exceeded its benchmarks with 100% passing rates, for a third year in a row, on both the American Registry of Radiologic Technologists certification examination and the National Registry Certification Examination for Paramedics.

The College also exceeded the benchmark for the four-year transfer/graduation rate. Chesapeake's rate was 43.6% in comparison to a 42% benchmark and to an overall 33.2% Maryland community college average. Graduating students cite Chesapeake's small size, friendly atmosphere, small class sizes, helpful and accessible faculty, personal attention, tutoring, and flexible schedules as positive features that they liked the most.

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[1] Source: Table 5.15B, "Revenues By Source as a Percent of Total Revenues," *Chesapeake College Periodic Review Report*, p. 100.

Chesapeake's number of transfers, at 148, is noteworthy in that it goes well beyond the benchmark of 100. Students typically remain on the Eastern Shore to transfer to Salisbury State University and the University of Maryland, Eastern Shore, but increasingly are turning to those on the Western Shore. Chesapeake offers transfer-advising sessions throughout the year at the main campus and satellite centers.

The two second-year retention indicators show downturns from the previous year's data, both dropping below their respective benchmarks. These rates pertain to the latest cohort for which data are available, the 1998 cohort of first-time, full-time degree-seeking undergraduates. Their overall second-year retention rate slipped to 63.2%, just slightly below the 65% benchmark. As an open admissions institution, Chesapeake is not selective in its admissions policies and the possibility exists for fluctuation in retention rates. Chesapeake is, however, very concerned about student success and will be adding a Retention Specialist to its staff during 2000-2001. This position is in addition to a full array of student services, including writing and learning assistance centers.

In terms of remedial students, the second year retention rate dropped to 54.9% in comparison to a 63% benchmark. In recent years the Maryland community colleges have been collaborating on standardizing remedial practices, and this effort has resulted in increasing numbers of students testing into developmental courses at Chesapeake. In addition, more foreign-born students and others needing stronger academic preparation are entering the institution, and the College has responded by making changes in course curriculum and structure—those first changes taking place in the fall 1998 semester.

Access

For a third year in a row, the Board of Trustees decided not to raise tuition for FY 2001, but did, however, raise fees. Even with this increase, the tuition/fee rate is still well below the FY 2003 benchmark. Chesapeake's tuition and fees have increased by only $8 per credit hour over the past four years.

Well over half (56.8%) of the college-going residents of Caroline, Dorchester, Kent, Queen Anne, and Talbot counties attend Chesapeake College. The figures for this "percent of county population served" indicator have remained fairly stable, ranging from 54-57% over the past four years. The College is attempting to achieve a 60% benchmark through targeted recruitment efforts and more support for admissions in FY 2001.

The number of continuing education registrations climbed again for a fourth successive year and have almost reached the 12,000 registrations benchmark. Increases are fueled by contract training and enrollment of senior citizens, and it is expected that the benchmark will be exceeded in FY 2000.

Diversity

The College has exceeded its benchmark on five out of eight diversity indicators. In terms of both the proportion of African-American and minority students among total headcount, the

College has exceeded its benchmarks. The other three indicators in which the College has achieved the benchmarks consist of the percentage of women among full-time faculty (now exceeding 50%) and the four-year success rates of African-American students and minority students. Factors contributing to the success of the College's minority recruitment and retention efforts are covered in the 1999 Minority Achievement Report and include the work of the multicultural advisory committee and supportive services at the main campus and urban satellite centers.

The College has been asked to explain the gap between its benchmark and progress to date on the "proportion of African-Americans among full-time faculty." First, the benchmark is 10% compared to the 6.5% of African-Americans employed now (fall 1999) as full-time faculty. This 6.5% figure represents an increase over four years ago when the proportion was 4.9%. The hiring of one more African-American faculty member (assuming the current number of full-time positions remains the same) would bring the percentage to about 9% and the hiring of two more, to almost 11%. With only 46 full-time faculty positions, however, vacancies occur only rarely. The College had no retirements and only one resignation, in the nursing department, during 1999-2000. As openings occur, however, the College will use the proactive strategies (including expanded advertising and increased resources) identified in its 1998-99 review of recruitment practices (and also covered in the 1999 Minority Achievement Report).

It should be noted that while the fall 1999 percentage of African-American faculty is [illegible]% below that for fall 1998, the explanation for the slight dip is not that any African-American faculty members left the institution, but that three non-minority female faculty members from the Macqueen Gibbs Willis Nursing School (which the College acquired in 1998) were added.

In addition, the College has not reached its benchmarks on the percent of African-Americans or women among Full-Time Executive/Managerial Staff -- however, with respect to both populations, the College made significant progress during AY 1999-2000. With respect to African-Americans, the College is now at 7.7% in relation to its 10% benchmark. Four years ago the percentage was 0%. Employing one more African-American would take the College beyond the 10% benchmark to 15% (assuming the number of Executives/Managers remains at the current thirteen).

With respect to women, the proportion has grown to 38.5% from 27% in fall 1996. This increase came about through an expanded advertising campaign and aggressive recruitment and resulted in the hiring of two women during 1999-2000. Thus, the College has made progress toward its 50% benchmark.

Efficiency/Allocation of Resources

The College has exceeded its benchmarks on three of four indicators in this category. These include the percentage of "Lower Division Student Credit Hours Generated by Core Faculty," dollars in private giving, and endowment value. The College made only slight progress towards its 48% benchmark on the percentage of budget directed toward instruction.

CHESAPEAKE COLLEGE

QUALITY						
Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	97%	97%	90%	95%	98%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	97%	97%	100%	92%	97%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	94%	100%	100%	100%	99%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.73	2.55	2.88	2.77	2.75
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	64%	65%	69%	63%	65%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	63%	59%	65%	55%	63%
7	Licensure exam passing rate	FY 1996	FY 1997	FY 1998	FY 1999	2001 BENCHMARK
	American Registry of Radiologic Technologists	91%	100%	100%	100%	90%
	National Registry Exam (EMT-P)	100%	100%	100%	100%	90%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	39%	45%	39%	44%	42%
	# of students transferring	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	to MD public four-year institutions	134	130	111	148	100

CHESAPEAKE COLLEGE

Indicator						
ACCESS						
Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)*	$67	$67	$69	$75	$84
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	57%	54%	57%	57%	60%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	8,275	9,387	11,063	11,649	12,000
DIVERSITY						
Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	12%	12%	15%	14%	14%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	14%	13%	17%	16%	14%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	5%	8%	7%	7%	10%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	47%	44%	50%	54%	50%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	0%	0%	0%	8%	10%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	27%	33%	25%	39%	50%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	59%	11%	25%	22%	20%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	63%	14%	25%	24%	20%
EFFICIENCY/ALLOCATION OF RESOURCES						
Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	64%	60%	58%	66%	60%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	47%	45%	45%	46%	48%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	$158,061	$175,316	$223,753	$269,703	$175,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	$446,076	$517,849	$685,907	$933,349	$750,000

* Based on tuition and student activity fees, both of which are charged on a per credit hour basis.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

MISSION

The Community College of Baltimore County (CCBC) is a premier, multi-campus Catonsville, Essex and Dundalk) institution that anticipates and responds to the educational, training, and employment needs of the community and region. CCBC offers a broad array of general education, transfer and career programs, student support services, and economic and community development activities.

SIGNIFICANT TRENDS

Enrollment declines among credit students have continued. New full-time students have increased in recent years but part-time enrollment among adults between the ages of 25 and 50 has continued to decline. College-wide and campus-specific enrollment development efforts have been strengthened with considerable resources and efforts devoted to recruitment and retention

Special emphases are being placed on more effective assessment, placement, support services, and course sequences for students requiring developmental learning prior to taking more advanced courses.

The number of high school graduates is expected to experience a modest increase over the next decade. The number of senior citizens will also increase, but the number of Baltimore residents in the 20 to 45 year old group (our major source of part-time students) will decline. Baltimore County's minority population is expected to rise from 18% of the total population in 1995 to 25% in the year 2005. The largest portion of the increase will occur in the western portion of the county. The White Marsh and Owings Mills areas are expected to reflect the largest population and employment increases.

An important historical, current and future impact on CCBC's enrollment will be the University of Maryland campus admissions standards and the rate of increase in their lower vision enrollment (freshman and sophomore admissions).

A number of curricular additions, subtractions, and revisions are underway to support the area's employment and economic trends. These trends indicate that manufacturing will continue to decline, and that the remaining employment in manufacturing will be increasingly technologically based and will require additional training and skill upgrades. Occupations in the computer, hospitality, and health service industries are projected to increase, and do have enrollment implications for the college's current curricula and for new programs.

The administrative reorganization and academic restructuring into one Multi-campus College continues. The reorganization and the installation of a new integrated Human Resource-Payroll-Finance-Student Information System are changing the structure, work processes, and procedural operations of the college.

The College's Continuing Education and Economic Development area has grown as it expands its offerings in adult education and continuing education, including its new role in adult basic education. This division is expected to continue to grow as it meets new workforce training needs.

County financial support for the College's operational budget has continued. Institutional private fund-raising efforts have enabled the campus foundations to extend scholarship aid to students.

INSTITUTIONAL ASSESSMENT

Quality

In FY 99, CCBC exceeded the FY 2001 benchmark on two of the four indicators of Quality. Over the last four years, CCBC has consistently been close or exceeded the benchmark on all four of the indicators. Latest year results:

- Student Satisfaction with Job Preparation--96% satisfaction vs. a benchmark of 99%
- Student Satisfaction with Transfer Preparation--96% Satisfaction vs. a benchmark of 97%
- Employer Satisfaction with CC Graduate Hires--100% Satisfaction vs. benchmark of 99%
- GPA at Transfer Campus--2.68 avenge vs. 2.60 benchmark.

Effectiveness

In FY 99, CCBC was close to the FY 2000-2001 benchmark on 4 of the 5 indicators. Over the last 4 years, Indicators 8 and 9 dealing with the rate and number of students transferring and graduating have been of concern. Latest year results:

- Second year retention rates for new students increased for the third year in a row and are one percentage point from the benchmark of 67% retention set for the cohort of students starting in Fall 2000- 66% vs. 67% benchmark.

- The second year retention rate of students who started with a need to take developmental courses either math or English remain high but has lost several percentage points from last year--63% vs. 67% benchmark.

- Licensure Exam Passage Rates--Most of the pass rates on these 10 license exams have been consistently at the benchmark over the last 4 years. Graduates in the Mortuary Science program have shown steady improvement toward the benchmark over the last two years. There were only two graduates in the Radiation Therapy program who took the exam this last year--50% pass rate vs. 90% benchmark.

- Transfer/graduation rate after 4 years--The percent of all entering, full-time degree seeking students that graduate or transfer within four years of CCBC entry has been stable over the past three cohorts of students, but lower than originally anticipated. For the latest results, 31% of the 1995 cohort had graduated or transferred before Fall 99 (four years after entry). Another 12% continued to be enrolled in Fall 1999. Still others who had started in Fall 1995 may still be pursuing their degree at CCBC but are sitting out the Fall 99 semester. Additional members of this cohort may have transferred to an out-of-state college and have therefore not been included in this method of calculating this indicator.

- The target benchmark of 35% graduated or transferred within four years may still be reachable given renewed retention efforts. Our Enrollment Management Team, composed of representatives from student services and instruction have been at work for the last four years attempting to identify and overcome factors that may be contributing to our inability to move CCBC to the next level of retention and graduation.

CCBC recognizes that many of its students are (for economic and family reasons) taking fewer courses per semester, taking semesters off, and taking more time to "finish" degree programs. While a number of advising and support programs push students toward a speedier completion, there is a growing recognition of the need to help students persevere over longer periods as they juggle multiple responsibilities.

From comparisons with other similar community colleges in Maryland and from observing the growing number of student still enrolled after four years, the completion rate of 35% appears to be an ambitious goal.

- Student transferring to Maryland Public four-year campuses--The number of students transferring during these years has declined. Given recruitment issues of new freshmen at 4-year campuses and at CCBC, and also the increasing number of students from CCBC who report transferring to private or out-of-state campuses, we may need to recalibrate this benchmark and this measure of effectiveness.

Access

CCBC has performed well on 2 of the 3 indicators measuring accessibility.

- Tuition and fees for in-county residents -- The College plans to keep tuition stable for the foreseeable future in order to compete with the other higher education opportunities in the Baltimore area and also to continue the present balance between county, state, and tuition support.

- Percent of County Population Served-- CCBC's share of All Baltimore County residents who are undergraduates in Maryland fell from 55% in Fall 1994 to 50% in Fall 1998. Competitors that have gained market share of county residents include public four-year campuses (Towson) and private campus (Villa Julie).

- Continuing Education Registrations-The CE program at CCBC has the highest student to resident population ratio of any such program in Maryland. Registrations over the last 5 years have averaged over 70,000 per year. Participation at higher levels is very dependent upon volatile business contracts, programming cost issues, and new site opportunities in the community. In FY 99, English as a Second Language, adult basic education, and economic development training have boosted CE enrollment to 90,000 plus. The lost of key contracts for training may cause this to decline somewhat in the future but important access to training remains strong.

Diversity

CCBC meets or exceeds 6 of the 8 indicators.

- African American Enrollment--The number (n=4218) and percent (22%) of African-American students continues to rise at all three campuses and already exceeds the 19% benchmark set for Fall 2001.

- Percent minorities in enrollment--The number (n=5401) and percent (29%) of minorities in Fall 99 exceeded the benchmark of 24% set for Fall 2001.

- Percent African-American in Full-Time Faculty--The number (28) and percent (8%) of Full time faculty that are African American continues to increase and exceeds the benchmark of 7% for FY 2001.

- Percent of Women in Full-Time Faculty--The number (164) and percent (48%) has increased over the four year period and is now closer to the 50% benchmark set for Fall 2001.

- Percent African-American in Full time Executive/managerial Positions-- In Fall 99, 10 of the 94 (10%) positions that CCBC identifies as executive/managerial were held by African-Americans. These 10 positions included the Chancellor and 2 or the 3 campus presidents. Since Fall 1999, several key searches have resulted in additional racial diversity of key managerial positions. However, despite the addition of minority administrators and managers over the past few years, the college has experienced competition for such top administrators and has lost key African-American administrators the University System of Maryland and other four-year campuses. It is expected that the benchmark of 14% will be exceeded by Fall 2001.
- Percent Women Full time Executive/Managerial--Fall 1999, 49 of the 94 (52%) persons that CCBC as executive/managerial were females. The benchmark of 50% females in these categories has been met from 1996 to the present.

- Four-Year success rate for African-American Students-- The benchmark of 24% graduation or transfer within four years of entry has not yet been met. For the 1995 students that have been tracked to, 11% had transferred and 5% had earned a degree (graduation + transfer =16%). However, another 14% were still enrolled at their original campus or at a neighboring campus, and may be expected to graduate in the future. For this particular group of students, their preparation prior to college, their progress in the first year of courses, and their progress toward degrees and transfer, are the focus of a number of advising and support programs at CCBC. Since so many of CCBC's graduates are African-American, the slow pace that this particular group of entering students has made towards degree and transfer goals is an issue that the Retention Committee is addressing. Prior preparation, work and family obligations, financial restrictions, and our own understanding of when and why these students may be changing their goals are areas where new efforts need to be supported. CCBC's Learning First Strategic Plan describes how the college is addressing classroom and support issues for students and helping them to achieve their individual goals. Because more and more students appear to be taking longer than four years to achieve their community college goals, more efforts are also needed to help students persevere and achieve their goals over longer time periods.

- Four-Year Transfer/Graduation Rates for all minorities--The transfer/graduation rate for all minorities is 21%. The benchmark for Fall 2001 is 25%. African-American students, who make-up 417 students in this cohort of 512 starting students, are a major target for a series of support programs to increase retention, graduate and transfer rates. Asian students graduate and transfer at rates that closely parallel majority students. However, there is some evidence that these students are also taking longer to achieve their education goals as they too match job and family obligations. It is unclear whether the benchmark of 25% for the 1997 cohort (to be tracked to Fall 2001) can be reached since early tracking of this 1997 group already indicates the emerging enrollment pattern of more frequent stop-outs and a pattern of more part-time enrollment after the initial semester of full-time enrollment.

Allocation of Resources

CCBC exceeds the benchmarks on one of the four indicators used to measure efficient use of resources. Use of three remaining indicators.

- Percent of lower division student credit hours generated by core faculty--The proportion of lower division student credit hours taught by full time faculty remained at 58% for FY 98 and FY 99. This is up from 52% in FY 96 and exceeds the benchmark of 55%. The increase over the period is due to an increase in the number of full time faculty positions and lower enrollments that have necessitated fewer sections taught by part-time faculty.

- Percent of budget to Instructional function-The percent of budget to Instruction was 47% in FY 99. This is 3% lower than the FY 2001 benchmark.

- Dollars in private giving--Private giving in FY 99 ($850,126) was down from previous years and below the annual benchmark of $1,186,220 for FY 2002.

- Dollars in Endowment Value--The value of the endowment increased from $2,333,255 to $2,387,389 in FY 99. This remains below the benchmark of $2,925,000 set for FY 2002.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

QUALITY

Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	98%	98%	96%	96%	99%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	95%	97%	94%	96%	97%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	100%	97%	100%	99%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success GPA first year	2.61	2.67	2.62	2.68	2.60

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	66%	61%	65%	66%	67%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	64%	59%	67%	63%	67%
7	Licensure exam passing rate	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	2001 BENCHMARK
	Nursing	97%	98%	98%	95%	94%
	Mortuary Science	93%	69%	63%	87%	95%
	Occupational Therapy	95%	100%	100%	100%	100%
	Radiological Technology	100%	100%	100%	100%	100%
	Radiation Therapy Technician	67%	100%	50%	75%	90%
	Respiratory Care Therapist	NA*	NA*	NA*	NA*	95%
	Veterinary technology	100%	80%	89%	92%	92%
	Emergency Medical Technology - EMT-B	100%	100%	100%	100%	97%
	Emergency Medical Technology - EMT-CRT	100%	64%	100%	100%	98%
	Emergency Medical Technology - EMT - P	79%	71%	100%	100%	96%
	Medical Laboratory Technician	67%	40%	100%	50%	90%
	Physician's Assistant	89%	97%	100%	92%	95%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	34%	30%	29.8 %	31%	35%
	# of students transferring	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	to MD public four-year institutions	1,386	1,293	1,141	1,195	1,401

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

ACCESS						
Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$66	$66	$70.25	$70.25	$78
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	53%	52%	50%	N/A	56%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	75,952	67,690	67,560	92,930	80,743
DIVERSITY						
Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	18%	19%	22%	22%	19%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	23%	24%	27%	29%	24%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	5%	5%	7%	8%	7%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	44%	44%	46%	47%	50%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	15%	11%	11%	11%	14%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	50%	52%	51%	52%	50%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	19%	15%	18%	17%	24%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	23%	22%	21%	21%	25%
EFFICIENCY/ALLOCATION OF RESOURCES						
Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	52%	55%	58%	58%	55%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	50%	51%	48%	47%	50%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	$1,114,679	$1,629,727	$1,473,882	$850,126	$1,186,220
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	$2,206,588	$2,350,230	$2,322,255	$2,387,389	$2,925,000

FREDERICK COMMUNITY COLLEGE

MISSION

Frederick Community College (FCC) prepares students to meet the challenges of a diverse, global society through quality, accessible, innovative, life-long education. We are a student-centered, community focused college. Frederick Community College offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment programs to enhance the quality of life and economic development of our area. The vision is to be Frederick County's premier learning community for quality, accessible, innovative, lifelong education.

SIGNIFICANT TRENDS

In 1998-99 Frederick Community College developed a new strategic plan which links strategic planning, budgeting and outcome assessment. An environmental scan is the foundation for the College's strategic planning and the results of environmental scans have been utilized to guide the College in preparation of the objectives in the Strategic Plan.

Academic

The College's Strategic Plan identifies the delivery of flexible programs and services, any time and any place to address student and community needs. For example, the College originated seven new credit Internet courses enrolling 100 students in FY 99-2000. In addition, FCC participated in Maryland Community Colleges Teleconsortium (MCCT) in fall 1999 to offer a broader selection of on-line courses to the students. Also, FCC has created culinary arts and hospitality programs to respond to the community need. In addition, through London Work/Study Program, the College is offering a unique opportunity to full-time Maryland students to earn credits while being paid to immerse themselves in the British work force. Another new opportunity is the Hi-Tech Career Academy, which prepares students to enter employment in information technology fields after spending the first 12 weeks in general IT training and then choosing an individual training pathway. This project is funded by Working Connections, a partnership between Microsoft and American Association of Community Colleges. Finally, several colleges are now included in the Weekend College program improving access to and convenience of obtaining a bachelor's degree to our transfer students and the Frederick County adult residents.

In addition to credit programs, Continuing Education and Customized Training has increased non-credit enrollment in high-end computer training 75%, from 1,200 to 2,099 students, after establishing major training partnerships with several information technology training providers. Moreover, more non-credit courses were offered to the aging population through the Institute for Learning in Retirement.

In FY 1999-2000, the College forged seventeen educational, business and community partnerships to expand opportunities and resources in improving educational services.

Demographic

As of January 2000, Frederick County's population reached 199,369. The county experienced a 33% population growth in the past decade. Most of the population increase in recent years has been due to in-migration from surrounding Maryland counties. According to the Frederick County Office of Planning, Frederick County is ranked fifth among the 24 Maryland jurisdictions in terms of population gain with 3.5% population increase during 1999.

The Maryland Office of Planning has projected a 23% increase in Frederick County's public high school senior enrollment within the next 10 years. Each year, 26% of Frederick County public school graduates attend Frederick Community College.

The minority population of Frederick County has remained the same (7%) over the past decade; however, FCC minority enrollment has increased to 15% during this period.

Finance

To link strategic planning and budgeting, each division prepares its budget request in accordance with the eight identified directions in the strategic plan. This process has helped the College to focus where we are and where we are heading in the near future.

One of the directions in the Strategic Plan is "New Financial Resources." The goal is to develop innovative strategies for financial support. The College is striving to raise four million dollars over the next five years through fund raising, grant writing, entrepreneurial activities, cost containment and re-allocation of existing resources. To support this objective, the College raised a total amount of $1,847,000 in 1998-99 toward the four million goal.

INSTITUTIONAL ASSESSMENT

One of the crucial aspects of strategic planning at Frederick Community is having measurable objectives to help improve our instructional delivery and services to the students. In addition, "Evaluation" is one of the eight directions of our Strategic Plan. The goal of this direction is to foster excellence through reflection, assessment of learning, and performance improvement with the objective of implementing an outcomes assessment program which uses student learning to measure program and course effectiveness.

An assessment of progress in achieving some of the benchmarks follows:

Quality

The statewide Graduate Follow-Up survey and Employer of Graduate survey validates our commitment to quality instruction. FCC graduates are very satisfied with job and transfer preparation. Although these two rates dropped in 1998 by a few percentage points and are lower than the 2000 benchmarks, some decrease may be attributed to the lower return rate of the survey this year. For the past three years, 100% of the employers were satisfied with the preparation of our graduates for the workforce. In addition, transfer success as measured by GPA (2.73) is higher than the state average (2.71) and only one hundredth of a point lower than the 2000-01 benchmark of 2.74. To achieve the benchmark rate, the College has enhanced transfer advising resources and services available to students. The Transfer Center has been moved to a more accessible area within the Counseling department and additional resources have been secured such as an on-line college search software program. Also, a Transfer Center web site has been created with links to external transfer resources, including ARTSYS, the USM on-line articulation program. Staffing resources have been re-structured assigning a transfer counselor to collaborate with Academic Affairs in the development of articulation agreements with both two and four-year colleges. Presentations and information about transfer services continue to be offered in new student orientation sessions and newsletter mailings. Additionally, a transfer module educating students about transfer options and Transfer Center resources is offered in the College's recently developed Freshman Seminar curricular offering.

Effectiveness

FCC's second year retention rate (71%) for 1998 ranked first among Maryland community colleges. The retention rate has increased from 65.6% for 1997 to 71.4% for 1998 and is 3% lower than the 2000 benchmark of 73%. In addition, the retention rate (71%) of recent high school graduates who were placed in developmental courses ranked first among Maryland community colleges. This rate was lower (71.1%) in 1998 than in 1997 (74%) and is also 6% lower than the 2000 benchmark of 77%. The College has developed a retention plan with the help of the Student Success Advisory Board, a group representing a cross-section of faculty and staff. This plan is based on the recognition that Frederick Community College students come to us with different goals; therefore, the plan contains a variety of retention strategies.

The pass rates for state and national licensure exams have dropped for two out of four exams. The pass rate for Practical Nursing has been 100% for the past two consecutive reporting years. The pass rate for Registered Nursing for 1999 dropped from 100% to 90%. Although this rate is lower than last year, it is higher than the state average (88%), MD Baccalaureate programs (86%), all MD schools (87%) and all US Associate Degrees (84%). The pass rate for Respiratory Therapy has declined from 100% to 85%. The low number of test takers may have caused this fluctuation. This year only 13 students took the test with 11 passing. The pass rate is higher than the national pass rate of 78%. The Aviation program pass rate is 97% and is higher than the 1998 rate of 92% and equal to the 2001 benchmark.

Data from the College's Transfer Tracking System and Successful Transfer Survey indicates that of the top ten transfer institutions for FCC students, two are private Maryland colleges and two are West Virginia public institutions. This data is not included in the state's data cohort and, therefore, indicator eight is not a true reflection of the College's successful transfer rate. As a result of several new collaborative partnerships with the University of Maryland system institutions, the number of students who transferred to MD public four-year institutions increased from 207 in 1997 to 244 in 1998 and is higher than the 2000 benchmark of 224. On the other hand, the transfer/graduation rates stayed five percentage points below the 1997 cohort benchmark.

Access

Tuition and fees have remained stable for the past two years. The College serves a higher percentage of county college-going population than its peers. Continuing Education enrollments are growing at double-digit rates. The Continuing Education and Customized Training enrollment increased 27% from 6,758 in 1998 to 8,605 in 1999. In spring 98, credit enrollment began to increase and has continued to increase each semester.

Diversity

The percentage of African-American students has increased from 6.1% in fall 1996 to 7.6% in fall 1999, almost reaching the 8% fall 2001 benchmark. In addition, the minority enrollment has increased for the same period from 12.2% to 15%, three percent higher than the 2001 benchmark. The College implemented a comprehensive Enrollment Development and Management Plan in 1997 that included a wide variety of recruitment/outreach strategies (e.g., high visitations; participation in college and professional/human resource fairs; and open house program for high school seniors, etc.). These activities have continued and additional strategies targeted to increasing minority student enrollment have been developed. Staff from the Office of Multicultural Student support Services (MSSS) have worked very closely with the College's Coordinator of Recruitment to enhance the recruitment of minority students.

Specific recruitment/outreach targeted to prospective minority students planned for FY 01 include: 1) hosting an open house/information night for African-American students in collaboration with the local NAACP chapter; 2) hosting an open house/information night for Latino/Hispanic students in collaboration with the Hispanic Concerns Committee; 3) conducting campus visits for civic and service clubs and organizations (e.g. Negro Professional Business Women, NAACP); 4) placing articles about FCC and its programs and services in the Housing Chronicle, a newsletter for the public housing areas in Frederick; 5) enhancing personal contact to prospective minority students (e.g., phone calls, targeted correspondence, etc.) 6) continuing on participation in programs sponsored by local African-American churches; and 7) expanding Middle to High School Transition Program to other middle schools in the county.

The transfer/graduation rate of African-American students declined from 24% to 12% and is much lower than the 1997 benchmark. It is important to note that this success rate is based only on three students in this cohort and makes it very difficult to draw any inferences on such a small population. The success rate of all minorities has stayed the same for the past two cohorts. The Office of Multicultural Student Support Services (MSSS) is responsible for the coordination of retention and graduation activities targeted to minority students. The position of program manager is funded 80% by Frederick Community College (FCC) and 20% by Frederick County Public Schools (FCPS) in a unique partnership designed to enhance the transition of minority students to higher education and provide support for those who choose to continue their education at FCC. A variety of programs, activities, and strategies are utilized to enhance minority student retention and graduation. During 1999-2000, the Frederick Community College Mentoring Program served 42 students, 25 of whom were African-American. Staff from the

Office of Multicultural Student Support Services (MSSS) work closely with staff from the Frederick County Public School (FCPS) to provide transition services for minority students enrolling at FCC. Students in Frederick County's Maryland's Tomorrow Program participate in a college transition program which focuses on applying to college, financing college, choosing a college major, and adjusting to the college environment. A new initiative begun this year was the Middle to High School Transition Program, a collaborative effort between FCC and FCPS to enhance student transition to high school for at-risk, but academically capable students. The students will continue to be provided support services throughout their high school years with the goal of post-secondary education upon graduation.

In 1998, FCC hired a Hispanic man as Director of Instructional Technology and in January 2000, hired an African-American woman as Director of Diversity. In addition, in August 1999, FCC hired an African-American woman as the Manager of Multi-Cultural Student Support Services. Also, in July 1998, another African-American woman was hired as the Coordinator of Recruitment and Outreach.

A campus Diversity Committee and Community Advisory Committee for Diversity have been working for the past two years to enhance the diversity at FCC. As a result, in April 2000, the Diversity Strategic Plan was completed with 11 goals and 53 strategies. Two of the goals related to the MHEC Accountability indicators as to diversifying the student population through recruitment and retention and increasing the diversity of faculty and staff.

Efficiency/Allocation of Resources

Cost containment and reallocation of resources have become increasingly important in higher education. FCC adopted Direction 6 in its Strategic Plan to develop innovative strategies for financial support. The goal is to raise four million dollars over the next five years through fund raising, grant writing, entrepreneurial activities, cost containment and re-allocation of existing resources. Over the past two years, FCC raised the ratio of load taught by full-time faculty to 58%.

FCC spends 55% of budget on instruction, which exceeds the state average of 48%. The Foundation endowment of $3.3 million is in the top 25% of community colleges in the nation according to information published by the Council for Resource Development. Cost per FTE student increased by 5% in 1999 compared to 1998.

RESPONSES TO MHEC

Indicator 5 – Second Year Retention Rate

"Frederick's benchmark is 73%. But the second-year retention rate of its full-time, degree-seeking students is 71.4% for the latest cohort."

FCC's second year retention rate (71%) for 1998 cohort ranked first among Maryland community colleges. The retention rate has increased from 65.6% for 1997 cohort to 71.4% for 1998 and is 2.6% lower than the 2000 benchmark of 73%.

The Retention Committee, under the leadership of Dr. Chris Helfrich who has recently completed her doctoral dissertation on retention, completed a comprehensive five-year retention plan. The plan is multi-dimensional to address the diverse needs of a student population with a range of goals. Please see the attached plan.

Indicator 12 – Continuing Education Registrations

"Frederick's benchmark is 10,955. Although the number of these registrations have increased from 5,202 to 8,605 during the past four years, the college remains considerably below its goals."

As of May 31, 2000 enrollment was at 9,893 and is expected to exceed 10,400 by June 30, 2000. Achieving our FY2001 benchmark of 10,955 will require a 5% increase next year. We anticipate achieving this goal based on the recent past strong enrollment growth we have enjoyed, (21% projected for FY2000, and 27% for FY1999).

Indicator 13 – Percent African American of Total Headcount Enrollment

"Frederick's benchmark is 8.0 percent. Although the percentage with African-American make up of Frederick's headcount enrollment has inched up steadily from 6.1 to 7.6% during the past four years, the college still trails in achieving its goals."

The enrollment of African-American students has been increasing since fall 1996 from 6.1% to 7.6% in fall 1999, almost reaching the 8% fall 2001 benchmark. The college implemented a comprehensive Enrollment Development and Management Plan in 1997 that included a wide variety of recruitment/outreach strategies (e.g., high visitations; participation in college and professional/human resource fairs; and open house program for high school seniors, etc.). These activities have continued and additional strategies targeted to increasing minority student enrollment have been developed. Staff from the Office of Multicultural Student support Services (MSSS) has worked very closely with the college's coordinator of recruitment to enhance the recruitment of minority students.

Specific recruitment/outreach targeted to prospective minority students planned for FY 01 include: 1) hosting an open house/information night for African-American students in collaboration with the local NAACP chapter; 2) hosting an open house/information night for Latino/Hispanic students in collaboration with the Hispanic Concerns Committee; 3) conducting campus visits for civic and service clubs and organizations (e.g. Negro Professional Business Women, NAACP); 4) placing articles about FCC and its programs and services in the Housing chronicle, a newsletter for the public housing areas in Frederick; 5) enhancing personal contact to prospective minority students (e.g., phone calls, targeted correspondence, etc.) 6) continuation participation in programs sponsored by local African-American churches; and 7) expansion of Middle to High School Transition Program to other middle schools in the county.

FREDERICK COMMUNITY COLLEGE

Quality

Indicator						
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	100%	96%	99%	96%	98%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	92%	100%	97%	92%	98%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	100%	N/A	100%	100%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.58	2.70	2.71	2.73	2.74

Effectiveness

Indicator						
		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	70%	72%	66%	71%	73% ·
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1997-98	AY 2000-01 BENCHMARK
6	Second year retention rate of recent high school graduates placed in developmental courses	76%	74%	N/A*	71%	77%
7	Licensure exam passing rate**	1996	1997	1998	1999	2001 BENCHMARK
	RN	92%	98%	100%	90%	95%
	PN	95%	93%	100%	100%	95%
	Respiratory Therapy	85%	92%	100%	85%	95%
	Aviation***	91%	91%	92%	97%	97%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	MD public four-year transfer/graduation rate***	40%	41%	43%	40%	45%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	# of students transferring to MD public four-year institution****	224	208	207	244	224

* Indicator 6: Placement data for 1997 FCPS graduates not available.
The rate is based on data for recent high school graduates who were placed in developmental courses.

** Indicator 7: Based on first licensure exam.

*** National norm for Aviation pass rate was 74%. In two out of three tests, only two students in each test category did not pass the test.

**** Indicator 9: The true picture of transfer rate should be based on transfer to all four year institutions. However, each year about 250 students transfer to the Maryland private and out-of-state institutions.
This figure is not included in indictors 8 and 9.
(source: Transfer Tracking System and Successful Transfer Survey, FCC)

FREDERICK COMMUNITY COLLEGE

Access

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$79	$79	$79	$79	$84
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	62%	61%	62%	61%	65%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) enrollments	5,202	5,909	6,758	8,605	10,866

Diversity

Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1998	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	6%	6%	6%	8%	8%
		Fall 1996	Fall 1997	Fall 1998	Fall 1998	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	12%	13%	13%	15%	12%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	3%	3%	3%	3%	8%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	49%	50%	50%	51%	50%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	0%	0%	0%	0%	8%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	46%	49%	45%	46%	50%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year transfer/graduation rate of Afr.-Am.	19%	32%	24%	12%	45%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year transfer/graduation rate of all minority	22%	28%	30%	30%	45%

Efficiency/Allocation of Resources

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	47%	54%	55%	58%	50%
		FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
22	% budget to instructional support	54%	54%	55%	N/A	53%
		FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
23	$ in private giving	$527,349	$738,612	$331,971	N/A	$475,000
		FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
24	$ endowment value	$2,132,371	$2,525,623	$3,332,663	N/A	$2,500,000
		FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
25	Cost per full-time equivalent student	$5,960	$6,113	$6,439	N/A	$6,831

'Indicator 15: Per Frederick County Planning Office report, total African-American population in the county is 5%.

Indicator 19: The success rate is based on only 3 students.

Indicator 20: The success rate is based on only 14 students.

Indicators 23 to 25: Data will be available on July 1, 2000.

GARRETT COMMUNITY COLLEGE

MISSION

The mission of Garrett Community College is to provide quality higher education, lifelong learning, and access to the universe of information so that individuals, businesses, and the community can achieve personal, entrepreneurial, and collective success.

SIGNIFICANT TRENDS

GCC is committed to reaching and maintaining the benchmark levels of the Institutional Performance Accountability Indicators. Many factors affect the College's achievement or lack of achievement of these benchmarks. One overarching factor is the relatively small sample size at Garrett Community College.

Academic

Dedicated to learning and achievement, Garrett Community College continues to strengthen its curriculum and program offerings. The academic area of the College has been reorganized and focuses students into one of three major areas of study and career preparation: Art and Sciences, Business and Technology, and the College's three land-based or "Signature Programs." GCC has also expanded its offerings to include A+ Certification, Microsoft Certified Systems Engineer Certification, and will offer a new AAS degree program in Juvenile Justice, starting the Fall 2001, the first of its kind in Maryland. Garrett Community College's involvement in Maryland Community College Teleconsortium and Maryland On-Line also provides students with access to an expanded array of course work delivered via distance education. Furthermore, the College has created a Career Pathways Program in an effort to improve student retention. The refocusing of the academic departments, new offerings, and the Career Pathways Program are projected to have a profound affect on enrollments, retention, graduation, and transfer rates in addition to increased student and employer satisfaction with GCC.

Demographic

Garrett Community College and its service area have changed very little demographically over the last five years and this trend should continue well into the 21st century. Garrett County has had a population increase of only 3.6 percent from 1990 to 1998, compared with 7.0 percent statewide. Garrett County has had a minority population increase of only 0.002 percent for the same time period, bringing the total County minority population to 0.008 percent.[2] Even so, GCC has surpassed its benchmark for percentage of African Americans of the total headcount enrollment and percentage of all minorities of the total headcount enrollment. The County's minority population is still a factor though in the ability of the College to hire minority personnel and faculty.

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[2] Maryland State Data Center, "U. S. Census Bureau Estimates of Population by Age, Race, Sex and Hispanic Origin in Garrett County: 1990 and 1998," April 2000.

Financial

Two financial factors have played a significant role in attaining benchmarks and will continue to be an influential factor for Garrett Community College. First, cost of attendance is an important consideration for Garrett residents, whose average per capita income and unemployment rates are near the lowest in the state. Second, faculty and staff compensation levels continue to lag behind the other Maryland community colleges. Under the existing state funding formula Garrett Community College will receive no new state funds before the fiscal year 2003. Coupled with very modest county funding increases, this circumstance makes it difficult to offer compensation that will attract and retain superior employees and to expand services to students.

INSTITUTIONAL ASSESSMENT

In assessing Garrett Community College's success in achieving the benchmarks, GCC has developed explanations and formulated remedial actions that will be taken in order to meet these benchmarks.

Quality

Garrett Community College continues to meet its most important goal: to provide superior quality higher education to its students. The College has surpassed three of the four MHEC quality benchmarks. On the Maryland Higher Education Commission's 1999 survey of 1998 graduates of Maryland community colleges, 52 percent of the graduates responded. The results show that GCC is continuing to make inroads in the percent of student satisfaction with transfer preparation (indicator 2). Conversely, after having experienced 10 years of 100 percent student satisfaction with job preparation (indicator 1), 1998's survey of graduates resulted in a 10 percent decline. This decline can be attributed to one student responding that the job preparation he/she received while at GCC was poor. Next year's survey of graduates should indicate if this is a trend or a one-time event. Employers again expressed 100 percent satisfaction with GCC recent graduate hires (indicator 3). The College continues to take pride in having maintained 100 percent satisfaction during the entire length of this survey. In addition, Garrett Community College's students who transfer to four-year institutions continue to excel at their receiving institutions well beyond our benchmark expectations and well above the statewide average grade point average for the first year (indicator 4).

Effectiveness

Garrett Community College has reached 50 percent of its Effectiveness benchmarks. While retention rates surpass current benchmarks, GCC is striving to improve retention rates especially of remedial students (indicators 5 and 6). GCC implemented a Career Pathways Program in September 1999. This program targets General Studies students as well as students in remedial courses and extends personalized academic counseling and follow-up to at risk students. Learning Communities were also developed and piloted in 1999-2000 and received positive reaction from the enrolled students. New Learning Communities are under development and will be implemented in 2001-2002. In addition a Task Force was formed with an overarching goal of improving student retention. The Task Force designed a Five Point Retention Program, and a concrete proposal for implementation is currently being developed. GCC believes the low four-year transfer/graduation rate" (indicator 8) and the low number of students transferring to Maryland public four-year institutions (indicator 9) are primarily a result of students transferring to out of state schools due to their close proximity and due to articulated programs. The Career Pathways, Learning Communities and Five Point Retention Program are also focusing on ways to improve the graduation and transfer rates.

Access

Garrett Community College has reached one of the three access related indicators. The College is committed to serving its constituency. GCC continues to be the most cost-effective channel for county residents to receive a higher education. Cost of attendance is an important consideration for Garrett residents whose average per capita income is near the lowest in the state. GCC is dedicated to keeping this cost reasonable. GCC is also dedicated to reaching the goal of 58 percent of the county population served (indicator 11). Currently, the percentage is 54.3 percent, 3.7 percent below the benchmark. To reach this goal, the College will better determine and fulfill the community's needs by implementing a community survey in Spring 2001. In addition GCC is working with local businesses and agencies to determine what is needed to meet their labor force requirements. Although there was a drop in the number of Continuing Education (non-credit) registrations (indicator 12), the College projects meeting its benchmark of 3770 in academic year 2000-01. Several new initiatives are underway including cooperative offerings at the high schools and the opening of a new outreach center in Grantsville, a strategic northern location.

Diversity

Garrett County is homogeneous with a primary racial composition of a 99.6 percent Caucasian population. As a result GCC has met only 2 of the 8 diversity indicators. GCC has made great strides in its minority enrollment. GCC has doubled the number of African American and all minority students in the past three years (indicators 13 and 14). The four-year success rate of African-American students (indicator 19) and the four-year success rate of all minorities (indicator 20) on the other hand continue to fall below the 1997 cohort benchmark. This result is a particular concern to GCC. The programs addressed in the Effectiveness section are also designed to increase these rates. Furthermore, the very small number of students in this cohort group at GCC create significant fluctuations in trend data not necessarily indicative of underlying problems.

Given the demographics of Garrett County though, our work force is reflective of our local labor market (indicators 15 and 17). Nevertheless, Garrett Community College was successful in the recruitment of a minority candidate to fill the staff position of the Academic Computer Classroom and Lab Technician. Garrett Community College has resolved to change the diversity of our institution and is aware of the many benefits to be gained in learning enhancement not only for our student population but also for our employees and the community-at-large by attracting and retaining minorities and women to our campus. The Organization and Salary committee has been tasked with the development of a plan to attract minorities and women to our institution. Standard language that is to become part of our advertisements as well as a criterion on our search grid tool will encourage applications from individuals with the ability to contribute to the enrichment of the cultural and learning environment of the institution. The advertising region will also be expanded to include the historically Black institutions in Maryland, namely Bowie State and Morgan State Universities. In addition, GCC will aim to have minority and female representation in the interview pool for all available positions within the College.

Efficiency and Allocation of Resources

Garrett Community College has attained 50 percent of its efficiency/allocation of resources benchmarks. Garrett Community College has continued to makes strides to increase the percentage of lower division student credit hours generated by core faculty (indicator 21). In academic year 1998-99, this percentage again increased to 49.5 percent. GCC is currently in the process of hiring another core faculty member and plans to reach the benchmark in academic year 2000-01. The College is sensitive to the drop in the percent of the budget allocated to institutions. GCC projects fiscal year 2000 to rebound and to surpass the benchmark of 37 percent. Instruction expenditures are also expected to increase in fiscal year 2001 due to the addition of a Director of Arts and Sciences position and the creation of the Juvenile Justice program. Garrett Community College has met the benchmarks for dollars in private giving (indicator 23) and dollars in endowment value (indicator 4). This result is primarily due to Innovative Partnerships for Technology, which will continue to receive gifts of approximately the same dollar amounts for the next two years.

RESPONSES TO SPECIFIC INDICATORS IDENTIFIED BY MHEC

Indicator 16 - Percent Women Full-Time Faculty

Commission assessment: Garrett's benchmark is 48 percent. But the percentage of its full-time faculty has declined from 53 percent to 42 percent during the past three years.

Campus Response: Garrett Community College is cognizant of the percentage decline of women full-time faculty. Due to the relatively small size of the faculty, a change of even one faculty member will significantly alter the male/female ratio. Garrett Community College has retained the same female faculty members since fiscal year 1998. The decline in percentage is exclusively due to an increase in the number of full-time faculty members at Garrett Community College over the last three years, from 16 to 19. The three new faculty positions created were in Adventure Sports and Natural Resources and Wildlife Technology, programs that attract and graduate predominately men, particularly at the graduate level. GCC is committed to hiring women in non-traditional disciplines, however, despite limited availability of qualified female applicants in the applicant pools.

GCC is also aware of the absence of African American full-time faculty and executive/manager employees (indicators 15 and 17). In an effort to attract more minorities and women to our institution, the Organization and Salary committee of GCC has been tasked with the development of a plan. Standard language that is to become part of our advertisements as well as a criterion on our search grid tool will encourage applications from individuals with the ability to contribute to the enrichment of the cultural and learning environment of the institution. Through these means GCC hopes to have minority and female representation in the interview pool for all available positions within the College.

Indicator 21 – Percent Lower Division Credit Hours Generated by Core Faculty
Commission assessment: Garrett's benchmark is 54 percent. While the percentage of its lower division credit hours has increased from 36 percent to 44 percent during the past three years, the college remains considerably short of its goal.

Campus Response: GCC is committed to attaining the benchmark of having 54 percent of its credit hours taught by full time faculty. While this benchmark has not been achieved to date, percentage increases are moving in a positive direction. In academic year 1995-96, full time faculty generated 36.1 percent of the credit hours. In academic year 1998-99 this percentage increased to 49.5 percent, up 13.4 percent. GCC is currently 4.5 percent away from achieving this benchmark, on track with the yearly increases maintained over the past five years. GCC is currently in the process hiring a full time Assistant Professor of Juvenile Justice, which will increase the number of core faculty members to 20. The College fully expects to reach this benchmark by academic year 2000-01.

GARRETT COMMUNITY COLLEGE

QUALITY						
Indicator		1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	100%	100%	100%	85%	95%
		1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	89%	94%	93%	95%	94%
		1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	100%	100%	100%	95%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.71	2.86	2.85	2.82	2.75
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	58%	55%	53%	56%	50%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	48%	56%	48%	65%	50%
7	Licensure exam passing rate					2001 BENCHMARK
	NA	NA	NA	NA	NA	NA
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	31%	32%	30%	30%	35%
	# of students transferring	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	to MD public four-year institutions	40	36	41	37	42

GARRETT COMMUNITY COLLEGE

ACCESS

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$71	$75	$77	$79	$76
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	57%	54%	53%	54%	58%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	3,204	3,686	3,968	3,458	3,770

DIVERSITY

Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	2%	3%	3%	3%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	2%	3%	4%	5%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	0%	0%	0%	0%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	53%	47%	42%	42%	48%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	0%	0%	0%	0%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	40%	40%	40%	20%	40%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	14%	40%	11%	14%	25%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities		40%	9%	14%	25%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	36%	41%	44%	50%	54%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	37%	37%	38%	37%	37%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	$19,512	$28,714	$70,112[2]	$139,351	$50,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	0[3]	0[3]	0[3]	0[3]	0[3]

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[2] Includes a $25,000 gift to the Garrett Rural Information Cooperative which at the time was a part of GCC but is now a separate identity.

[3] The GCC Foundation endowment is not reflected because the Foundation is a separate legal entity. The GCC Foundation FY 1999 endowment fair market value is approximately $1,145,996.

HAGERSTOWN COMMUNITY COLLEGE

Responding to changing enrollment patterns, demographics, and competition, Hagerstown Community College (HCC) developed an Enrollment Management Plan, which provides the systematic development of methods to achieve and maximize enrollment within the context of the College's mission. The Plan, based upon the College's core values, established enrollment goals, strategies for attaining the goals, costs, and timelines. Key success indicators will be used to measure the effectiveness of the Enrollment Management Plan. The success indicators are tied to the Maryland Higher Education Commission's accountability model and include benchmarks for recruitment, enrollment, and retention; program enrollment minimums; conversion rates for prospective students, applicants, and enrollees; and standards of customer service. The success indicators, enrollment goals, and accountability model serve as the driving forces for planning, budgeting and accountability.

MISSION

The mission of Hagerstown Community College provides access to postsecondary education and training courses for the citizens of Washington County and surrounding counties in Pennsylvania and West Virginia. The College promotes student success through educational excellence and fosters regional development through community involvement.

SIGNIFICANT TRENDS

Demographic Trends

The average age of the HCC student is 27.7, with 21.7 as the average of full-time students. Full-time enrollment has decreased as the local economy flourishes and part-time students comprise approximately 62% of enrollment. Women account for 58% of all enrollments. Over 85% of all students work while attending classes.

Approximately 50% of students enroll in transfer programs, 30% in career programs, and 20% are undeclared upon entering college. The trend of increased enrollment in transfer programs has been consistent over the last five years, with a six percent increase between Fall 1998 and Fall 1999. The College will examine this trend through its enrollment management endeavors and program reviews this year.

The average course load through the last five years has been approximately eight credits per semester. Due to the trend in part-time enrollment with an average credit load of eight credits, the length of time to attain an associate's degree takes a minimum of three to four years. This trend is expected to continue.

Approximately 74% of HCC students reside in Washington County. Twenty-three percent are out-of-state students, with the majority living in the surrounding areas of Pennsylvania and West Virginia. Three percent are from other Maryland counties. In the past, proximity and tuition have made HCC an attractive option in the region. However, out-of-county and out-of-state enrollment declined almost 19% from Fall 1998 to Fall 1999 due to increased tuition as the College complied with the Annotated Code of Maryland. It is anticipated, however, that the passage of HB 192 in April 2000 will have a positive effect on those enrollments. Out-of-county and out-of-state tuition has been lowered for the Fall 2000 semester and is part of an extensive marketing effort.

Academic Trends

Technology has changed the nature of the teaching-learning process and academic curricula. Online courses are available as the Internet opens a worldwide education market that allows access anytime, anywhere. HCC must respond as students' expectations are raised. More curricula will integrate technology as part of instructional delivery and there will be an increase in the number of online course offerings in Fall 2000. To better respond to students' needs and ensure proper allocation of resources, curricula and programs must be reviewed for currentness and relevance. Faculty need to be trained in specialized teaching-learning techniques, computer-assisted and multimedia instructional systems, distance learning, and new learning environments.

The need for flexible, quick response programming offered in short time frames is expected to continue. HCC has been exploring courses and programs to meet the needs of its service region, with particular attention going to the growth areas of health care, technology, and services. In response, the College will add, in Fall 2000, an AAS in Paralegal Studies to complement its existing certificate program, an AS in Paramedic Emergency Services, and a health sciences option to the Human Services Technician AAS degree. The College will continue to explore flexible delivery systems to provide training/learning in home care training management, preventive medicine, wellness, and human services.

Competition for the provision of computer training and for students in that field will continue in both the credit and continuing education areas. In cooperation with CISCO International in Fall 2000, HCC will establish a Network Systems Administrator Certification program as part of its AAS in Computer Information Systems or the certificate in Microcomputer Applications.

More than half of all students entering HCC require remediation in at least one of the three basic skills areas of math, composition, and reading -- a trend that is expected to continue. The opening of the Learning Resources Center (LRC), which houses the Center for Academic Excellence, expanded opportunities for academic programming, particularly in the area of developmental studies.

In 1999, the faculty began a Learning Communities initiative that focuses on learners as partners in the learning process, collaborative learning activities, and faculty as facilitators of the learning process. In Fall 1999, HCC hosted Washington County teachers for a day of activities to enhance partnerships and collaborative relationships between the two educational institutions. The initiative is ongoing.

Financial Trends

The passing of HB 192 is expected to reverse the trend of decreased enrollment in out-of-county and out-of state students. Though the passing of HB 192 is very positive for the students within the service region, the reduced tuition presents a challenge to HCC. The College will have to greatly increase the enrollment of the two groups of students effected to maintain tuition revenue goals. An extensive marketing campaign is underway to recruit potential students.

Technology requires substantial and continuous investment in infrastructure, equipment, classrooms and labs, training, and staff. Keeping pace with technology drains financial resources, thereby necessitating strategic and operational planning and budgeting.

Changes in staffing through retirements, attrition, and modified institutional priorities over the next five years are anticipated. These challenges can provide an opportunity to reallocate positions or funds where appropriate or necessary.

INSTITUTIONAL ASSESSMENT

Quality (Indicators 1-4)

Feedback from the graduate follow-up surveys is a valuable tool in assessing and strengthening the quality of programs. Results from the 1998 Graduate Follow-up Survey indicate a high degree of student satisfaction with employment and transfer preparation. HCC student satisfaction with employment preparation received a ranking of 95.1%, up slightly from the 1996 survey. Satisfaction with transfer preparation in both the 1996 and 1998 survey reports exceeded the benchmark of 95% with a ranking of 96.3% and 97.2%, respectively. In employer satisfaction, HCC has never received a ranking of less than 95%. In three of the four reporting periods, including the most recent, a rating of 100% has been given, meeting the benchmark.

Student success as shown by the grade point average (GPA) at the end of the first year of transfer to a four-year University of Maryland System (UMS) institution is another indicator of quality. The established benchmark of 2.75 has been met or exceeded for the last three reporting years, with the most recent cohort reporting a 2.86 GPA.

Effectiveness (Indicators 5-9)

Many independent variables affect retention, transfer, and graduation of community college students. Employment and family responsibilities impact retention, transfer, and graduation rates, with students taking several years to meet degree requirements. Many non-traditional students attend college to take one or two courses for skill enhancement and do not intend to attain a degree. The local economy has been flourishing and the College has experienced an enrollment decrease as a result as students pursue both full and part-time jobs. Second year retention rates have been sporadic for the aforementioned reasons, with the most recent cohort being 64.4%, almost making the benchmark of 65%. Retention is an enrollment management priority. A Retention Committee has been formed to establish a retention plan for the College as part of the enrollment management initiative.

Developmental studies have a positive impact on student achievement and retention. Though retention rates in developmental courses dropped from 1995 to 1998, the rate in 1999 increased by five percent to 65%. The benchmark is 70%. The increase may be the result of better integrated services and improved testing. The implementation of ACT's placement testing software, COMPASS, in 1999 allows the College to monitor and analyze the placement and subsequent progress of students in developmental courses. Such analyses will allow early intervention as baselines and benchmarks are established and retention is monitored. Further, prior to 1999, the program had been fragmented as several people shared the responsibilities for developmental studies. There is now one director in the Center for Academic Excellence, thereby facilitating the integration of the program.

HCC health sciences graduates continue to excel in licensure examinations. For the last three years, radiography graduates have met the established benchmark of 100%. Similarly, nursing graduates have successfully completed their examinations. The passing percentage from 1998 to 1999 improved by 3.4% to 96.4%, with the benchmark of 100%.

HCC experienced fluctuations from 34.7% to 37.9% in the four-year transfer/graduation rate (Indicator 8) and in the number of students transferring to four-year UMS institutions. As reported in graduate follow-up surveys and through self-reporting at graduation, only about 25-30% of HCC students attend UMS colleges. The proximity and financial aid packages of out-of-state colleges and universities make them an attractive choice for transfer for approximately 30% of HCC's graduates. About 20% of graduates have no further educational plans upon graduation, with another 20% unsure. Many of those are employed full-time upon graduation, particularly as the economy flourishes. For the aforementioned reasons over which the College has no control, the transfer and graduation rates remain a challenge. Looking at the developing trends in attendance and graduation, the benchmark may not be met for some time. These trends and benchmarks will be studied by the Enrollment Management Executive Committee.

Access (Indicators 10-12)

HCC remains the most affordable among postsecondary educational and training options in the College's service region. HCC has been able to maintain its in-county tuition and fee structure over the last two years and the same is anticipated for FY 01.

The percent of county population served has been consistently growing by a percent or two since the inception of the accountability indicators. An increase of almost three percent is seen between Fall 1998 (57%) and Fall 1999 (59.7%). Targeted marketing and more aggressive recruitment have proven successful as the College is very close to its benchmark of 60% for Fall 2001. It is anticipated that the percent of population served will remain at or exceed 60% by that time.

The Center for Continuing Education continues to expand its offerings to meet the needs of the service region through contract training and diverse programming. Enrollment has consistently and steadily increased annually. There has been an 83% increase in the number of continuing education registrations from 1995 through 1999, with the benchmark of 12,000 registrations being exceeded.

Diversity (Indicators 13-20)

The number of minorities overall, particularly African Americans, is relatively small, reflecting the racial composition of the service area. Therefore, a numeric change of just two or three people can appear far greater or smaller when examined as a percentage of total population. The percentage of African Americans and other minorities has remained relatively constant. The slight decrease of less than one half of a percent in minorities in Fall 1999 reflects an overall decrease in enrollment in all ethnic categories.

The College accepts the challenge of increasing its minority enrollment to meet its benchmark of 13% in two years. As part of its enrollment management endeavors, the College will target its marketing and recruitment efforts. According to population projections by the Maryland Office of Planning, however, no significant increase is anticipated in the minority population in Washington County.

The four-year success rates of African American students and all minorities who transfer have exceeded the established benchmarks. The success rate for African American students for the most recent cohort was 27.6%, exceeding the benchmark of 22%. All minorities exceeded the benchmark of 22% by almost five percent as well.

The percentage of African Americans in full-time faculty or administrative positions has not met the established benchmarks. When positions are available, they are advertised in local and metropolitan newspapers, as well as in national minority and higher education publications, encouraging minorities to apply. Further, all search committees have an affirmative action representative to insure that hiring procedures and policies are followed.

The College has exceeded its benchmark for women in faculty positions by 11% and 4.6% in administrative positions.

Efficiency (Indicators 21-24)

A primary resource of any learning institution is that of its faculty. HCC's President established a target of a 60:40 ratio of full-time to part-time instruction. This target, which lead to the benchmark of 62% of credit hours generated by full-time faculty, has been the guidepost as faculty loads are developed. This has been maintained consistently across all reporting periods.

The percent of budget allocated to instruction, another measure of efficiency, has averaged 45.7% through the reporting periods. The College met its benchmark of 46% in FY 1998 and has exceeded it by almost 1% in FY 1999.

Yet another measure of efficiency and allocation of resources is that of private giving. HCC has very successful fundraising efforts and averaged approximately $290,000 a year since FY 1996. The HCC Foundation has grown by almost 88% since that same time. The College is confident that, with an aggressive campaign, it will meet its benchmark of $5 million by FY 2002.

HAGERSTOWN COMMUNITY COLLEGE

Quality						
Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	95%	100%	95%	95%	100%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	95%	91%	96%	97%	95%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	100%	95%	100%	100%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.63	2.79	2.75	2.86	2.75
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	58%	72%	63%	64%	65%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	67%	67%	60%	65%	70%
7	Licensure exam passing rate	1996	1997	1998	1999	2001 BENCHMARK
	NCLEX for Registered Nurses	100%	100%	93%	96%	100%
	Cert.Exam Amer.Registry of Rad. Tech	93%	100%	100%	100%	100%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	36%	37%	38%	35%	45%
	# of students transferring	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	to MD public four-year institutions	104	105	133	117	138

HAGERSTOWN COMMUNITY COLLEGE

ACCESS

Indicator						
		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$76	$76	$76	$76	$86
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	58%	58%	57%	60%	60%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	7,009	8,689	10,869	12,804	12,000

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	6%	7%	7%	7%	8%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	11%	10%	11%	11%	13%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	0%	0%	0%	0%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	51%	55%	59%	61%	50%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	0%	0%	0%	0%	4%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	50%	52%	61%	55%	50%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	21%	20%	18%	28%	22%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	23%	20%	23%	27%	22%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	62%	62%	62%	62%	62%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	46%	44%	46%	47%	46%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	$342.538	$307,840	$295,345	$215,938	$225,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	$2,145,000	$2,806,811	$3,779,063	$4,028,431	$5,000,000

HARFORD COMMUNITY COLLEGE

MISSION

HCC's mission is to provide high quality, accessible and affordable educational opportunities and services that promote individual professional and economic development and improve the overall quality of life in a multicultural community. As the primary resource for and coordinator of higher education in the community, the college serves as the center of culture and recreation.

SIGNIFICANT TRENDS

Academic Trends

The most significant academic trend affecting HCC is the rapid integration and expansion of technology into classroom instruction including distance learning. Nine online courses, in both content and skill areas, have been offered; several others are under development. This suggests that the new interest in this mode of instructional delivery is likely to continue and even intensify. As a result, General Studies and Business Administration online degrees will be offered by the college in fall 2000.

In response to its service-area need, the college received Maryland Higher Education Commission (MHEC) approval for new academic programs in High Performance Manufacturing (AAS), Visual Communications (AAS), Environmental Technology (AAS), and Technical/Professional Studies (AAS). Other new academic programs---Aviation Technology, Dental Hygiene, Dental Assisting, and Building Preservation and Restoration---are under feasibility study.

HCC's commitment to a broader more active approach to international/global education continues to receive support and encouragement from local, national, and international communities. In the academic year 1999-2000, HCC hosted engineering students from its sister college in Morocco and environmental faculty from Germany. Faculty traveled abroad to strengthen its professional relationships with nursing faculty in Russia.

Demographic Trends

Harford County is one of the fastest growing suburban counties in the state. The county's population is expected to increase by 6 percent, from 224,650 in 2000 to 236,550 in 2005 with non-white population posting a higher rate of increase. Within the same period, the traditional community college-age population (aged 18-24 years), including high school seniors, is predicted to increase by 17 percent, from 17,772 to 20,766. Adult learners (aged 25 and over), according to The College Board, represent the fastest growing market for community colleges. Changing demographics and the increased demand for lifelong learning will have a significant impact on enrollment at HCC in the decades to come as evidenced by the following trend data: Student headcount, which remained flat from fall 1998 to fall 1999, is expected to grow by 7 percent, from 4,693 in the fall of 1999 to 5,025 in the fall of 2005. Full-time undergraduate enrollment is expected to increase by 20 percent over the next 5 years, from 1,456 in the fall of

1999 to 1,748 in the fall of 2005. In addition, it is anticipated that the local draw rate (the proportion of county public high school graduates who attended HCC in the year they graduated) and the market rate (the proportion of county public high school graduates who attended Maryland higher education institutions) will continue to increase.

Financial Trends

Enrollment continues to increase with about a 2% gain for FY2000, which comes on the heels of a 6% increase in FY1999. This has assisted the college in its collection of tuition and fees income without need for tuition rate increases. Since HCC budgets on a flat enrollment projection, increases in tuition income become useful in permitting capital equipment and other one-time purchases or accommodating any budgetary concerns, such as the 3% reversion of county income that was requested by the county executive for the FY2000 period. HCC anticipates positive increases in state support as these enrollment increases are woven into the community college funding formulae.

The current state community college funding formula continues to have a significant positive impact on the college's budgeting process. This positive trend is expected to continue at least into the next fiscal period and should be a significant stabilizing factor for the next several years. Combined with positive county support, significant increases in costs to students in the near future are not projected.

The college continues to carefully monitor its expenditures with controls against unnecessarily inflating the current budget with increases in faculty and staff positions which may have a financial impact on the college's future budgets. HCC has added a few faculty and staff positions, but only in an effort to retain academic services as programs have expanded, direct services to students have increased, and as new buildings, the Library and the Amoss Performing Arts Center, have opened.

INSTITUTIONAL ASSESSMENT

Throughout the academic year, the college's staff will engage in a series of activities that will enable the institution to meet or exceed its approved benchmarks. These on-going activities are the product of a set of policies, practices, and procedures forged by shared governance. The principle institutional activities that will enable the college to demonstrate accountability to its governing agencies include the following:

Quality

The data for quality indicators suggests that HCC is a premiere quality institution. About nine out of ten students are extremely satisfied with job and transfer preparation. Regional employers are also extremely satisfied with HCC's graduates' performance on the job. The GPA of transfer students continues to increase over the last three cohort years. This is a reflection of solid quality education they received at HCC and its faculty, staff, and administrators' commitment to educational excellence; and collectively, HCC has met the benchmarks. Plans for continuous quality education improvement include upgrade of classrooms and computer-based instruction laboratories with up-to-date technology, and strengthening its academic offerings and student support services.

Effectiveness

Achievements of indicators measuring institutional effectiveness suggests HCC's commitment to meet a higher standard of proof in demonstrating its public value. Both the second year retention rate of first-time, full-time, degree-seeking students and the second year retention rate of remedial students are approaching the benchmark. Student pass rates on the PN licensure examination were among the highest in the state and surpass the benchmarks set by the accreditation board--the Maryland State Board of Nursing. Plans for continuous institutional effectiveness include the implementation of outcomes assessment measures for its students based on qualities inherent in a solid general education core. Faculty will engage in program and discipline reviews on a regular cycle with recommendations for improvement or modifications to curricula and/or programs tied to budget priorities. These on-going reviews will provide for the development of new course proposals that will further develop student competencies in career and transfer programs. In addition, faculty will continue to engage in professional development activities that include graduate course work and degree programs, participation in college-sponsored workshops, and attendance at professional discipline meetings and conferences.

Access

HCC provides easy, affordable, and direct access to quality undergraduate education to a diverse citizenry of the state of Maryland, out-of-state, and internationally. For five consecutive fiscal years, tuition and fees have remained the same. This may have effected the percentage increase toward the benchmark of county population served, and the increase in noncredit registrations.
The college will continue to broaden its access through online course offerings, off-campus programs, dual enrollment and articulation programs with the county public school system, as well as distance education and international education to prepare students for a global economy. The Higher Education and Applied Technology (HEAT) Center provides educational access for baccalaureate and graduate programs to the citizens of northeastern Maryland.

The college is planning to implement a voice recognition unit and web access to enhance the student registration process and provide 24-hour access for students to request various academic information online.

Diversity

The ratio of all minority students to total headcount enrollment matches the proportion of this group in the county's population and the benchmark of 13%. While significant progress has been made in most of the diversity indicators, two indicators, four-year success rate of African-American students and all minorities students lag behind the benchmark. In recent years, the college has instituted a series of measures for retaining students as outlined in the section of this report titled "Responses to Targeted 1999 Accountability Indicators Benchmarks." HCC anticipates changes in the near future; however, in terms of recruitment of minority students, the college has made significant progress. The percentage of all minority students increased by 9%, from 574 in fall 1997 to 626 in fall 1999. Similarly, the percentage of African American students increased by 6%, from 391 in fall 1997 to 414 in fall 1999. In addition, HCC has made progress in the enrollment of Asians, Hispanics, and American Indians. Enrollment of this group of students increased by 23%, from 172 in fall 1995 to 212 in fall 1999.

The benchmarks for the percentage of African Americans in full-time, executive/managerial positions and the percentage of women in full-time, executive/managerial positions have been met. Although progress has been made in recruiting and retaining minority faculty and staff, the college is committed to further increase the representation of minority groups within each employment category of the college. One notable example last year, is the hiring of a male faculty in a temporary full-time position in the nursing division.

Efficiency/Allocation of Resources

The proportion of lower-division student credit hours generated by core faculty rose from 57 percent in the 1997-98 academic year to 58.3 percent in the 1998-99 academic year. The growth in private giving to HCC continues to increase, up from $621,638 in FY1998 to $645,469. The FY1999 foundation endowment of $2.9 million has exceeded the benchmark, an increase of 62% over FY1996 of $1.8 million. The college will continue to secure additional dollars as part of the college's efforts toward meeting the educational challenges of the future and making college affordable to citizens of the county. Moreover, restructuring of campus operations will continue to be a source of potential funding, as well as academic program reviews and the development of alternative methods of course delivery. Additionally, alternative uses of facilities could generate additional resources as well as private donations from business and individual citizens.

There has been a diligent effort by HCC's Board of Trustees and its administration to maintain personnel costs within 72% - 75% of the college's total expense budget. Maintaining this critical level has enabled the college to efficiently meet its many other budget obligations and to allow critical technological expenditures to keep the college current with the hardware and software needs of our modern Maryland technology environment. Careful management of capital spending has achieved a sound technological currency as well as to protect the campus' basic infrastructure.

The new library and the William H. Amoss Performing Arts Center have opened, and plans are underway for the complete rehabilitation and renovation of the old Learning Resource Center into a new Harford Student Center with construction set to begin in summer 2000 and completion in fiscal year 2001. A new science observatory and adult day care center have also been completed and pressed into operation. Renovations of academic buildings are planned for more efficient usage to accommodate different class size categories of courses offered by the college.

Additional activities in which the institution will participate to the achievement of this performance category include a heightened partnership and interaction with county and state agencies such as the office of economic development, the workforce development network, and the Harford County Chamber of Commerce.

RESPONSES TO TARGETED 1999 ACCOUNTABILITY INDICATORS BENCHMARKS

HCC Benchmark Philosophy
To focus on a goal or target which can be used to measure institutional quality and effectiveness, and improve educational policy formation and decision-making. Each of the accountability benchmarks was set in a reasonable and equitable manner.

Indicator 8: Four-Year Transfer/Graduation Rate for All Students
HCC's benchmark is 39.5%, however, the transfer/graduation rate for the 1995 cohort is 32.9%. Toward this end, an enrollment planning initiative has begun to review existing strategies and/or develop new strategies for improving student recruitment, retention, graduation, and transfer. The initiatives described below are categorized along the enrollment continuum used by HCC to organize and address enrollment-related issues. In addition, the college plans to employ the enrollment search service of the National Student Loan Clearinghouse to further identify students who transferred to out-of-state and private institutions.

Indicators 19 & 20: Four-Year Success Rate of African-American & Minority Students
HCC's benchmark is 39.5%. The benchmark was set so that the retention and graduation rates of African-American and minority students would parallel that of all students. However, the success rate of African-American students four years after initial matriculation dropped to 10.8% for the 1995 cohort, while the success rate of all minority students dropped to 14.6% for the 1995 cohort.

The college is committed to improving the success rate of African-American and minority students. Toward this end, an enrollment planning initiative has begun to review existing strategies and/or develop new strategies for improving student recruitment, retention, graduation, and transfer.

Practices Already Adopted to Continue Improvement of Four-Year Graduation/Transfer Rates:
Enrollment: Academic skills assessments are required for all full-time, degree-seeking students enrolling at HCC. These assessments ensure that students are enrolling in courses for which they are prepared to succeed. Placements are mandatory. Many courses also have prerequisite requirements that must be met prior to course enrollment. The college's integrated student information management system (Banner) automatically monitors and controls compliance with these policies and procedures. Additionally, the financial aid office staff produces several brochures each year advertising the grants, scholarships, and loans available to students. Workshops are also conducted.

Curriculum and Classroom: Research indicates that classroom activities have significant impact on student success and retention. The transitional studies division has initiated a supplemental instruction (SI) program in math. The SI programs places a student who has completed the course in the classroom. This student meets with individuals or in group sessions to present techniques for study and learning based on the instructor's teaching style. This program gives students an opportunity to reinforce learning with a peer. Divisional faculty advisors are available to students in their discipline. Faculty and laboratory assistants are available for "tutoring" and "mentoring." Students not attending, or who have less than satisfactory performance, are generally contacted by faculty via phone, e-mail, or otherwise to offer assistance.

Campus Climate and Environment: HCC has been fostering a climate conducive to student success and retention. One initiative is the "Listening Post" designed to provide open communication and feedback from students to college administration.

Academic Support Services: Academic warning grades are issued at the mid-term of each semester for D and F grades and non-attendance. Students receive a letter from student services which describes the issues and offers options for support such as tutoring, advising, counseling, or withdrawal from the course. Tutoring is available to all students at no charge, either through a tutoring center or through individual tutoring. Supplemental instruction is also in place for several courses each semester. Students who have earned 45 credits also receive a letter relative to meeting graduation requirements. These students are requested to meet with an academic advisor for guidance in order to ensure their eligibility for graduation. Students who do not meet academic progress standards are "flagged" in the Banner system are receive direct intervention through letters and phone calls, advising and counseling services, and/or limitations on their enrollment. Progress must be seen before these students are allowed to continue their full-time registration. For students planning to transfer to a four-year institution, the academic advising staff provides individualized assistance using ARTSYS and hosts several transfer fairs on campus each year.

Practices Planned for Immediate Implementation to Continue Improvement of Four-Year Graduation/Transfer Rates:
Enrollment: A portfolio assessment process will be implemented in order to expand the options for earning credit for lifelong learning. This expansion will provide a greater number of students more options for earning credits and completing degree requirements.

Curriculum and Classroom: HCC's curriculum committee and advisory boards continue to revise curricula to meet current labor market demands; approve new courses including special-topic courses, and modify and delete existing courses.

Campus Climate: A wide variety of extracurricular programs and activities are available to supplement and augment the learning that occurs in the classroom. These offerings will continue to be expanded so they better integrate with classroom topics. Student services staff and faculty will collaborate in planning and facilitating these programs.

Academic Support Services: Students who have earned 45 credits will continue to receive a letter relative to meeting graduation requirements, but will also receive a phone call from the advising staff if the student does not make an appointment. This action will provide additional assistance and encouragement to students to strive for success, transfer, or graduation. Academic advisors will also work more intentionally with undecided students. Studies show that there is a strong correlation between early selection of a major and retention/program completion. Undecided students will be contacted and strongly encouraged to pursue career development assistance, which is available and free of charge to all students.

HARFORD COMMUNITY COLLEGE

QUALITY

Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	99%	99%	95%	89%	99%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	97%	98%	95%	97%	98%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	100%	100%	100%	100%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.68	2.77	2.83	2.82	2.72

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	65%	63%	68%	67%	70%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	64%	64%	71%	68%	71%
7	Licensure exam passing rate	1996	1997	1998	1999	2001 BENCHMARK
	NCLEX RN	97%	97%	92%	86%	90%
	NCLEX PN	100%	100%	92%	100%	92%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	36%	38%	35%	33%	40%
	# of students transferring	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	to MD public four-year institutions	250	279	272	281	300

HARFORD COMMUNITY COLLEGE

ACCESS

Indicator						
		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	65	65	65	65	78
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	55%	54%	56%	56%	60%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	26,576	25,024	27,536	28,065	30,000

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	8%	9%	9%	9%	10%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	12%	13%	14%	13%	13%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	4%	5%	5%	7%	7%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	48%	47%	49%	49%	52%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	14%	13%	17%	16%	11%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	57%	53%	72%	63%	52%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	17%	17%	17%	11%	40%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	17%	27%	25%	15%	40%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	57%	53%	57%	58%	60%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	43%	40%	41%	40%	45%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	821,746	441,117	620,638	645,469	800,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	1,813,772	2,189,698	2,527,248	2,943,494	2,000,000

HOWARD COMMUNITY COLLEGE

MISSION

Howard Community College creates an environment that inspires learning and the lifelong pursuit of personal and professional goals. The college provides open access and innovative learning systems to respond to the ever-changing needs and interests of a diverse and dynamic community. As a vital partner, HCC is a major force in the intellectual, cultural and economic life of its community.

SIGNIFICANT TRENDS

Academic

Howard Community College is experiencing significant growth and our offerings have been geared to address current trends and the desires of our county customers. Many initiatives contributed to the attainment of our benchmark (44%) for the percent of county population served indicator. For example, our online student population increased tenfold over the past five years to 1,200 students in FY2000. Two areas, computer technology and the fine and performing arts, increased over 70 FTE during the past four years. We have also expanded the number of business, K-16 and internal cross-disciplinary partnerships. Partnerships with the Howard County Public School System resulted in an HCC program to prepare provisional Howard County teachers for the Praxis exam, practicum placements for our education majors in Howard County Public Schools, and advanced courses developed at the college for HCPSS students. Partnerships with other colleges resulted in a new articulation agreement for Radiologic Technology with Anne Arundel Community College; the innovative Mid-Maryland Allied Healthcare Education Consortium and Tuition Reciprocity Agreement which will allow Howard, Frederick, and Carroll Community Colleges to share health programs; and a new Spanish language study abroad program in Cuernavaca, Mexico. Our Commission on the Future and our follow-up symposia on healthcare professions, automotive technology, construction technology, and the hospitality industry have all involved business and community leaders in envisioning the college's future and presenting recommendations on opportunities for change and development.

The division of Continuing Education and Workforce Development, described during our LERN audit as one of the best in North America, is also experiencing an increase in its share of the business training market. One of several collaborations between the credit and non-credit areas is the new Foreign Language Institute that will serve the needs of our growing population of non-native speakers of English. Therefore, HCC has not only currently surpassed its benchmark (19,260) for the continuing education (non-credit) registrations indicator but looks forward to even further growth.

We continue to fall short on our two benchmarks for the four-year success rate of African American students (17%) and the four-year success rate of all minorities (20%). In response, we have created our Silas Craft program that is a new learning community for at-risk students. This learning community, along with the improvement of existing support programs (see Section 3), should strengthen our performance on these indicators, but should also help us to achieve the benchmarks for the two indicators: second year retention rates (69%) and second year retention rates of remedial students (72%).

Demographic

Within the next ten years, the county population is expected to grow from 248,950 to 297,950 or 19.7%. Between 1998 and 2008, the number of the county high school seniors is anticipated to increase by 41 percent. Our first-time, full-time student population expanded 11.5% from Fall 1998 to Fall 1999. Over the last several years the proportion of all Howard County high school graduates who attended HCC in the year they graduated has increased from 15% to 20%. We have also seen an increase in our percentage of minorities of total headcount enrollment, surpassing our benchmark of 20%.

Howard County is considered one of the fastest growing counties in the state. Coupled with a healthy national and state economy, increases in capital gains have continued to spur county and state income tax growth at a swifter pace than they have in the past. Over the next few years, the county is anticipating commercial expansion with an emphasis on technology-related growth. The commercial/industrial portion of the real property assessable base and the personal property portion of the base are now growing more rapidly than the residential portion. Our continuing education and workforce development division is positioned to expand its business training.

Financial

The county is anticipating trends in five-year growth for the assessable property tax base to be about 4% with growth in income in FY2001 to be about 6.1%, one percentage point higher than the overall State Personal Income growth. In FY01, the county is planning an 8.36% growth without increases in property taxes and the county income tax rate. With that knowledge, the college is anticipating that the county's contributions to the college's operating budget over the next few years will outpace inflation. This along with the continued growth in state funding will allow us to control our tuition and fees in-county (per credit hour) indicator. The board of trustees has elected not to increase tuition or fees for the second year in a row. The challenge for the future will be to sustain and to also grow the state formula so that we can say within our benchmark of $100 for this tuition and fees in-county (per credit hour) indicator.

Each year during the budget process the first indicators to be addressed are: percent of lower division student credit hours generated by core faculty and percent of budget to instruction. Although we have achieved our benchmark for percent of budget to instruction (50%), our enrollment growth each year prevents us from achieving our benchmark of 50% percent for lower division student credit hours generated by core faculty. Even though we budget new full-time faculty each year, our growth in enrollment has outpaced our growth in faculty each year. This is an indicator we will continue to address in the budget process each year.

The institution faces many challenges, with limited space being number one. With the growing high school population, this dilemma will only increase. Some of our buildings are more than twenty years old and with aging comes the cost of deferred maintenance. Pressure will also be put on the operating budget, and this need, along with the challenges we are experiencing in usage of technology in the classroom, will compete with the indicator on the percentage of budget to instruction. However, the cost of these programs as well as the institution's ability to easily adapt to these changes will be obstacles we will need to overcome in order to maintain our dynamic creative learning community.

INSTITUTIONAL ASSESSMENT

Howard Community College (HCC) has a strong commitment to the five areas identified in MHEC's State Plan for Higher Education: quality, effectiveness, access, diversity and efficiency/allocation of resources. These values are evident in the college's own strategic initiatives: learning community, access, economic and workforce development, partnerships, organizational excellence, and growth. Each year these initiatives drive the annual plans, budgets, and core work of units at the college. The college's board of trustees has found the indicators to be particularly useful in guiding the college and encourages the further development of statewide indicators that will reflect the mission of community colleges and will allow valid comparisons among the campuses in Maryland.

Quality

Howard Community College is dedicated to providing quality lifelong learning opportunities for its students. This dedication is evident as the college has met or surpassed its benchmarks for all of the indicators in this category. Graduates of HCC have consistently given high ratings on the employment and transfer preparation they received while attending the college. Satisfaction ratings of 1998 graduates for both employment and transfer preparation surpassed the college's benchmarks. Employers generally rate HCC graduates as well prepared for employment. After a one-year decline in ratings from employers of 1996 graduates, satisfaction ratings from employers of 1998 graduates returned to 100 percent, meeting the benchmark. Students who transfer to UMS campuses from HCC continue to do well, and this year's first-year GPA for these students surpassed the benchmark.

Effectiveness

Second-year retention rates for all first-time full-time students, including those identified as needing remediation, fell short of the benchmarks for the 1998 cohort. The college's Enrollment Management Team has formed a subcommittee to evaluate current policies and processes and to develop new initiatives to improve retention rates for all students. The licensure exam pass rate for the NCLEX-RN moved toward the benchmark in 1999. During the same period, the pass rate for the NCLEX-PN dropped to 83 percent; however, a number of changes have been implemented recently to increase this rate, including extensive curriculum revisions and extended course lengths. Beginning in FY01, changes in admissions requirements for NURS 104 will be instituted. The four-year transfer/graduation rate for the 1995 cohort of all students increased toward the benchmark, bringing the rate to one percentage point of the benchmark. This increase may be an early indicator of the impact of a number of intervention strategies put into place over the past several years to improve student progress toward a degree and/or transfer. The number of students transferring to MD public institutions continues to fluctuate slightly from year to year.

Access

The college is committed to eliminating barriers to learning and to responding quickly to the evolving needs of the community it serves. To this end, HCC has a number of continuing and new activities that address issues of access and evaluate whether the campus meets the needs of a wide variety of students. To enhance access, HCC's board of trustees has maintained the existing tuition and fees rate for three years, which remains well below the benchmark limit set for FY 2003. Even though HCC is located in close proximity to a large number of four-year campuses and community colleges, the percent of the Howard County population served by the college has remained stable at the benchmark level. The number of non-credit continuing education registrations increased for the fourth year to meet the benchmark.

Diversity

Enrollment and employment at HCC reflect the county's demographic and labor pools from which the college recruits students and hires various categories of employees. These indicators demonstrate the college's intention to maintain, at the very least, the proportion of the minority enrollment and women faculty and staff identified in these Howard County population bases. The percentages of African American and minority headcount enrollment and full-time African American and women faculty remained above the population-based benchmarks for these indicators. Although the percent of African American executive/managerial staff increased toward the benchmark level this year, the college continues to closely monitor this indicator. The resources and activities focused on increasing this percentage are described in the following section responding to specific questions from the Commission. The percent of women in the executive/managerial category increased this year and remains well above the benchmark level.

The entire college continues to be concerned with the slow progress in meeting the benchmarks for the four-year success rates of African American and all minority students. These indicators showed some improvement for the 1995 cohort, but success rates for these students remain below those for all students. A number of major initiatives undertaken to enhance these students' success are described in the following section responding to specific questions from the Commission.

Efficiency/Allocation of Resources

The college has met or progressed toward meeting the benchmarks for the indicators in this area. The percent of budget to instruction increased this year to meet the benchmark. Dollars in private giving increased significantly over last year and is well within the range for achievement of the benchmark set for FY2002. The college's endowment continued to grow beyond the benchmark this year. The percentage of student credit hours generated by core faculty remained stable, and the college has budgeted for the hiring of additional full-time faculty members to move this percentage toward the benchmark.

RESPONSE TO COMMISSION QUESTIONS

Explanation Required

Indicator 20, Four-Year Success Rate of All Minorities
The college has made a slight improvement in the 1995 cohort from the previous year (up 0.3 percentage points), but continues to strive towards the benchmark of 39 percent. A number of initiatives have been taken by the college to strengthen the transfer rate of all students, including minority students. A Transfer Center was established in the Office of Admissions and Advising and two transfer fairs held at the college during this academic year yielded the highest number of transfer institutions participating to date. Articulation agreements were established with a number of four-year institutions to ease the difficulties that students often face in transferring. The college established a web site for students interested in transferring from HCC to four-year colleges and universities. The site offers specialized transfer workshops for students interested in the teacher education and the science and technology areas. A program designed for academically motivated students who are interested in transferring continues to yield an exceptional transfer rate. The college provides academic, career and support services to students and serves populations with special needs (low-income, first-generation, and physically and/or learning disabled).

During this academic year, the college formed an Enrollment Management Team. This group is charged with increasing enrollment at the college by improving recruitment and retention rates among students. A subcommittee of this team is focused strictly on student retention, including the retention of minority students. It will be looking at short-term and long-term strategies to positively affect the existing retention rates, as well as the graduation rates, for students.

Indicator 23, Dollars in Private Giving
The methodology used for totaling the amount of private giving from FY95-FY99 shows FY99 at $251,695. This is a substantial increase over FY98 at $182,642 and is more in line with Howard's benchmark of $260,000. The reason the FY98 figure of $182,642 represented such a decline is that during this period of time, the development office did not have the necessary staff and infrastructure in place to fulfill its fundraising obligations. This was due to the resignations of several key personnel. The situation has since been corrected and the development office is operating with a full staff.

In previous years, HCC calculated its private giving totals by subtracting activity expenses from actual funds raised. After consultation with MHEC, other community college development offices, and by following CASE policies and procedures, HCC will begin reporting FY00 private giving totals consistent with other college and university reporting standards. All funds from private sources received or pledged in a fiscal year will be reported.

Continued Monitoring Required; Explanation Optional

Indicator 17, Percent African American Full-Time Executive/Managerial Staff
Howard Community College continues to make every effort to recruit and hire an excellent and diverse faculty and staff. Efforts continue to include broad and targeted dissemination of job

announcements, on-going training of search committees and supervisors, an active Diversity Committee, a requirement that a past or present Diversity Committee member sit on every search committee, and an innovative diversity program to educate employees.

Indicator 19: Four-Year Success Rate of African-American Students
The 1995 cohort rate increased for four-year transfer/graduation rate of African-American students by 4.6 percentage points from the prior year. Special efforts were initiated by the college to increase the first-year retention rates, including those rates of African-American students. A program designed to retain African-American males was launched during this academic year. Starting in Fall 2000, the college will enroll its first group of students in a program designed to increase the retention rate of students who have the potential to do well in college but who did not perform well academically in high school. This learning community was established to address the college's growing concern about the need to improve retention rates, particularly among African-American males. The intent is to affect the immediate term-to-term retention among the students in this cohort, with the overall goal of improving the four-year transfer/graduation rate for them.

HOWARD COMMUNITY COLLEGE

QUALITY

Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	98%	96%	98%	100%	98%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	99%	93%	93%	98%	95%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	100%	92%	100%	100%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.49	2.61	2.71	2.68	2.63

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	67%	64%	70%	67%	69%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	71%	60%	72%	69%	72%
7	Licensure exam passing rate	1996	1997	1998	1999	2001 BENCHMARK
	NCLEX RN	97%	93%	89%	93%	97%
	NCLEX PN	100%	96%	89%	83%	97%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	43%	41%	37%	38%	39%
	# of students transferring	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	to MD public four-year institutions	358	380	393	386	406

HOWARD COMMUNITY COLLEGE

ACCESS

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$87	$89	$89	$89	$100
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	43%	44%	44%	44%	44%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	18,223	18,575	19,071	20,347	19,260

DIVERSITY

Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	17%	18%	18%	17%	17%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	26%	27%	28%	28%	20%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	19%	17%	18%	18%	15%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	66%	65%	66%	66%	53%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	14%	12%	12%	14%	16%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	68%	58%	58%	71%	54%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	19%	26%	14%	18%	39%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	26%	38%	27%	27%	39%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	48%	47%	48%	48%	50%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	49%	50%	50%	51%	50%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	$200,578	$212,933	$182,642	$251,695	$260,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	$1,631,241	$1,952,647	$2,281,569	$2,620,630	$2,000,000

MONTGOMERY COLLEGE

MISSION

Dedicated to academic excellence, superior instruction and student success, Montgomery College provides career and transfer programs, lifelong learning opportunities, and support services to meet the needs of students of diverse ethnicities, experiences and preparation levels. Development of educational skills and social, cultural and civic values are by-products of these offerings.

SIGNIFICANT TRENDS

Demographic Trends

The county's population is forecasted to grow to 875,000 people this year, and to 945,000 by 2010, an increase of 70,000 in the next ten years. In the period 1990-98 Montgomery County ranks 5th in population growth rate among the 10 Washington Metropolitan counties; however, it leads the state in total population.

The ethnic make-up of the County population shows 74.1% White, 13.4% African-American, 9.6% Asian, and 7.6% Hispanic. The combined proportions exceed 100% because the Hispanic population may be of any race and is therefore a duplicated count. The College credit student population in 1999 is 45% White, 27% African-American, 16% Asian, 11% Hispanic, and 0.5% Native American, proportions similar to that of the County public school system. The majority (66.7%) was enrolled on a part-time basis; students take an average of 8.45 credit hours. Approximately 6,200 students received federal, state, or institutional financial aid in FY'99. Recipients of all types of grants increased seven percent over FY'98, while Maryland State Scholarship recipients increased six percent, Stafford loan recipients increased 11%, and Pell Grant recipients increased eight percent.

The number of international students at Montgomery College has increased from 2,504 in the fall of 1980 to 6,374 in the fall of 1999, when 30.5% of all students at the college were foreign born. Based on existing immigration law and the countries of origin of the College's current students, it is likely that at least 40% of the County's population growth will come from immigration and that a significant portion of that growth will seek services at Montgomery College.

In the 1999 student cohort in the Montgomery County Public Schools (MCPS), there are 2,033 more students in Grade 1 (9,751) than there are in Grade 12 (7,718). The number of County public and private high school graduates is expected to increase by 40% between 1997 and 2007. The present total enrollment in MCPS (131,330) is 4,418 students higher than its all time previous high in 1972 (126,912). By 2007, the College anticipates enrolling an additional 625 freshman annually, plus as many as 325 more students who will not be able to be accommodated at UMCP. Further enrollments can be expected because of two additional factors. The Universities at Shady Grove are developing two-plus-two programs with the College and the new Hope Scholarships will encourage students to enter the community college for their first two years of college. Counterbalancing this trend at the College, there has been a trend in recent years toward fewer enrollments of students over age 20. This will have an obvious impact in lowering the College's student median age.

Economic and financial trends

County employment has grown over the past five years, with the total number of jobs in the County increasing from 448,588 in 1994 to 486,771 in 1999. The unemployment rate (2.7% in 1999) has been below three percent since 1993. Eighty one percent of those employed were in the private sector; federal, state and local government employed 18.8%.

While there is general optimism about growth in the private sector, especially in the service sector, there has been a considerable loss of employment at the federal level, with the County losing over 10,000 jobs between 1996 and 1997. At the same time, local governmental employment has increased by 5,000 jobs since 1990. These trends have major implications for the College's programs.

Workers in the federal sector will need assistance in retraining and workers in the service sector (22% of all County jobs) will require work skill training and degree and certificate programs to advance in their companies. Cooperation with the private sector also will improve the College's ability to offer targeted training as well as degrees and certificates developed to meet the specific needs of local employers, especially in the high technology sectors.

Academic trends

Because of the varied academic backgrounds of the student population, the College offers an extensive assessment program to determine their academic skills upon entry to the College and to advise them on the appropriate choice of courses. The Student Outcome and Achievement Report (SOAR) shows a slight increase in the percentage of students needing remediation in English and mathematics and a somewhat greater need for remediation (12%) in reading. The College also has continued its support for several initiatives aimed at high ability students. These initiatives include the Humanities Institute internships at the Smithsonian Institutions, the new Montgomery Scholars program and the Macklin Business Institute. The Smithsonian project will include seven summer internships including work in the Conservation Lab of the Freer Gallery and the National Museum of American History.

Joint efforts with the Montgomery County Public Schools (MCPS) encourage a continuous exchange of information. In FY'97 the College conducted a pilot project in three local high schools where 10th graders were tested to determine their academic skill levels. This program has been extended to seven high schools in FY'00; the information is used to help students improve their preparation for doing college-level work, where necessary. The College also provides placement test opportunities for 12th grade students from all county high schools. A program within the College's Information Technology Institute involves a partnership with the Montgomery County Public Schools to develop and implement a three-year program aimed at addressing the critical need for information technology teachers in middle schools and high schools.

INSTITUTIONAL ASSESSMENT

Quality

As a dedicated provider of quality education, Montgomery College (MC) strives for excellence for its students – by assuring that students are exposed to quality educational experiences, excellent curricula, superior instruction and initiatives designed to enhance student success. Reponses to surveys that are conducted on a biennial basis have consistently revealed that students are satisfied with their preparation for employment as well as their academic preparation for transfer to senior institutions. The responses are indicative of the quality of education that students receive at MC. It is noted that the degree of satisfaction with job preparation and the degree of satisfaction with transfer preparation are below their targeted benchmarks, though they remain in the high 90 percent range. It is anticipated that several concurrent efforts at the college (curriculum advisory committees, program review, articulation efforts, flexible curricula) will have a positive influence on the student satisfaction rate in both employment and transfer preparation as the College strives to achieve the ambitious benchmark of 99 percent for both indicators. Employers, on the other hand, are quite satisfied with MC graduates and their rate of satisfaction exceeds the benchmark.

Although the academic performance of Montgomery College students one-year after transfer to Maryland's senior institutions has fluctuated over this four-year period, student performance has consistently remained in the B- and C+ range. The academic success of these students can be partially attributed to the various academic activities in which MC has engaged to enhance students' academic preparation and transition to senior institutions. The GPA (2.72) of the most recent cohort group is slightly above the GPA for the previous reporting period and it exceeds the benchmark that has been set for AY 2000-01. The college expects that MC students who transfer to Maryland public senior colleges and universities will continue to perform at this level or better.

Effectiveness

Montgomery College retained about two-thirds (66%) of the 1998 cohort of first-time full-time degree-seeking students in the second year. The retention rate of the 1998 cohort was slightly higher than the cohort group a year ago (65.3%), though still below the benchmark. The college has implemented a wide array of programs to improve student retention including advising and registration fairs, increased tutoring in mathematics and English, as well as a host of other academic disciplines. A new initiative, the Pathway program, supports students with the most poorly developed academic skills, while programs like the Honors Scholars program and the Macklin Business Institute are designed to retain able and high-achieving Montgomery County Public High School students. In light of these efforts to retain students, the college expects to achieve the established benchmarks.

The College has done an even better job at retaining remedial students. Almost 70% of remedial students are retained the second year of entry. In fact, the retention rate of this current cohort group rose three percentage points, following two years of declines. Several initiatives have been implemented to address remedial student needs. For example, early identification, intervention and assistance programs such as high school pre-assessment testing, formal and informal mentoring, and tutoring efforts help many remedial students work through academic difficulties. The Collegewide effort seems to be paying off with the anticipation that the benchmark will be achieved.

Licensure passing rates in all reported program areas are at or above the expected outcome level. There have been major curriculum reforms in the Nursing program and Health Information Technology has taken a critical look at its curriculum, thereby favorably impacting the success in these program areas. Other contributing factors to the success of students in the allied health fields are that the College has added review sessions and special tutoring has been instituted for students at risk. The added attention to the students in these areas is expected to insure and maintain high pass rates on board examinations.

Slightly less than a third (32.4%) of the cohort who entered Montgomery College in 1995 graduated and/or transferred to four-year public colleges and universities in Maryland within four years of entry. The current data reflect better than a three-percentage point increase in the four-year success rate of MC students, following two years of decline. The increase in performance on this outcome indicator is likely the result of the myriad of program initiatives, discussed above, and the implementation of these initiatives, which are intended to retain students and to enhance their academic success. However, the current four-year success rate is below the 35% benchmark set for the 1997 cohort. Unfortunately, the four-year success rate of MC students as reflected in this report is incomplete because it accounts only for students who transfer to colleges within the state's reporting system, while students who transfer to colleges and universities outside of Maryland are reported as "dropped". Montgomery College believes that approximately 17 percent of its students transfer to colleges and universities outside of Maryland's reporting system. In spite of the exclusion of these students, the College is confident that the benchmark is achievable.

Fifteen hundred and forty-nine students transferred to Maryland public four-year institutions in academic year 1998-99. This represents a six-percent increase above the figure for the previous year. Continued development of articulation agreements and improved advising to students who intend to transfer are contributing factors to this increase. The benchmark of 1,500 has been exceeded and the college should continue to be successful in this area.

Access

The cost to attend Montgomery College is reasonably competitive with other institutions of higher education within the area, which makes the institution more accessible and attractive to a broad range of potential students in the County. Educational costs and the provision of an extensive range of courses and services are a few factors that attract about 57 percent of all Montgomery County residents who are undergraduates in the State of Maryland. The College expects to reach its benchmark by fall 2001. Montgomery College will also become more accessible to residents of the District of Columbia (DC), and at a reasonable tuition cost. With a change in the law that affects DC residents, the College expects that an increased number of DC residents will find MC an attractive option to begin their experience in higher education.

Enrollment in Continuing Education increased 23 percent for two consecutive years. The rise in student enrollment over the past two years can be attributed to increased programming in apprenticeship, ESL, information technology, biotechnology, youth, and customized contract training with business and industry. Program changes and initiatives like those mentioned above are likely to drive enrollment up in continuing education, thereby increasing the probability of achieving the benchmarks.

Diversity

Enrollment of African-American and other ethnic minority groups declined for the first time in three years, placing the percentage of African-American students below their benchmarks. It should be noted, however, the proportion of African-American and minority students decreased less than one percentage point in fall 1999. The contributing factor in the decline of minority student enrollment has to do with the increased enrollment of white students at the College. However, the College expects to achieve its benchmarks for both groups.

In the employment area, the proportion of full-time faculty of African-American descent has exceeded the benchmark for the third year, while the proportion of African-Americans in full-time managerial positions moves towards its benchmark following an increase in their proportion. Full-time women faculty and managers rose beyond their respective benchmarks. The increase in the proportion of full-time African-American faculty and managers, as well as full-time women faculty and managers is a direct result of hiring opportunities and the college's commitment to diversity.

The four-year success rate of African-American students remained stable, achieving the benchmark for the third year. The four-year success rate for all minority students rose to its highest level and currently stands one percentage point below the target. The success the College is experiencing with it's students can be attributed to the various program initiatives that are designed to enhance students' success. Therefore, the College anticipates that the benchmark for the four-year success rate for all minority students will be achieved.

Efficiency/Allocation of Resources

More than 57 percent of instruction was taught by core faculty at Montgomery College and reflects the third decline in as many years. The decline places the college three percent below its targeted benchmark. Numerous full-time faculty positions have been created and the college expects to fill these positions during the up-coming academic year. The proportion of budget spent on instruction has declined each successive year. This continued decline can be attributed to several factors: the rise in the cost and use of instructional technology; the increased technology needs of associated staff to support the College's academic technology needs; and increased levels of academic and institutional support. College efforts to raise additional funds from private sources have been successful as indicated by our exceeding the benchmark in private giving. The endowment value has also surpassed its target.

MONTGOMERY COLLEGE

QUALITY						
Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	99%	100%	97%	96%	99%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	97%	98%	95%	96%	98%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	99%	99%	100%	99%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.63	2.70	2.63	2.72	2.68
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	68%	68%	65%	66%	68%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	71%	70%	66%	70%	71%
7	Licensure exam passing rate	1995	1996	1997	1998	2001 BENCHMARK
	Health Information Tech	50%	50%	80%	80%	80%
	Radiologic Technology	91%	90%	100%	100%	90%
	Nursing (RN)	96%	94%	96%	100%	96%
	Physical Therapy Assistant		93%	100%	100%	90%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	33%	31%	29%	32%	35% (1)
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	# of students transferring to MD public four-year institutions	1,470	1,440	1,466	1,549	1,500

(1) Indicator 8 - The number of transfer students included here excludes students who transfer to Maryland private institutions, transfer to an institution outside of Maryland and those who transfer to Maryland public colleges with less than 12 credit hours

MONTGOMERY COLLEGE

ACCESS

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$80	$84	$86	$92	$100
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	56%	56%	58%	57%	59%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	16,245	14,855	18,198	22,393	24,500

DIVERSITY

Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	24%	26%	27%	27%	28%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	50%	52%	55%	54%	53%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	10%	13%	13%	13%	11%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	47%	50%	49%	52%	50%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	25%	29%	21%	22%	25%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	51%	57%	51%	52%	50%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	16%	22%	23%	23%	22% (1)
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	27%	29%	26%	31%	32%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	62%	62%	59%	57%	60%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	50%	49%	48%	47%	50%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	$500,000	$796,105	$800,652	$2,350,533	$1,000,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	$1,354,378	$1,634,918	$2,706,945	$5,107,420	$2,500,000

PRINCE GEORGE'S COMMUNITY COLLEGE

MISSION

Prince George's Community College, an accessible, community-based, culturally diverse college, meets the educational, employment, and enrichment needs of the community it serves through high-quality programs for university transfer, general education, workforce training, cultural enhancement, and continuing education.

Prince George's Community College will excel as a nationally recognized, intellectually vibrant institution, which is accessible, community-centered, technologically advanced, and responsive to the educational needs of a richly diverse population and workforce.

SIGNIFICANT TRENDS

Current student demographic profile

Prince George's Community College has seen significant changes in its student population over the past decade, from growths in enrollments in certain programs to changes in the demographic makeup of the student population. Over the past 5 years, enrollment in credit programs has fluctuated. There was a sharp increase in enrollment from fall 1997 to fall 1998. Yet, by fall 1999, enrollment shows a slight decline. Although this reflects an overall increase over five years (between fall 1995 and fall 1999 enrollment went from 12,050 to 12,298--a 2% growth), we wish to continue the growth in the years to come.

In fall 1999, African Americans made up 73.1% of our credit student population. This reflects a 7.7 percentage point increase over the last five years and a consistent increase in the proportion of African American students over the last two decades. Currently, Prince George's Community College enrolls the largest number of African American undergraduates in the state of Maryland[3]. The student population is 16.9% white American. The other 10% are Asian American, Hispanic American, Native American and International students. The credit student population consists of 76% part-time students. Forty-eight percent of the students are 25 years or over. The average age of credit students at Prince George's Community College is 29.

Academic Trends

About half of the students at Prince George's Community College are enrolled in credit courses and half of the students are enrolled in non-credit courses. In fiscal year 1999, 51% of the students at Prince George's Community College were enrolled in credit courses and 46% were enrolled in non-credit courses. A small proportion of the students (4%) were enrolled in both credit and non-credit courses. Among the students enrolled in credit programs, there is an increasing demand for programs that lead to an occupation. In fall 1999, 48% of credit students were enrolled in occupational programs while 43% of credit students were enrolled in transfer programs. This reflects a growing trend beginning in fall 1992 when, for the first time, the percentage of students enrolled in occupational programs slightly surpassed that of those enrolled in transfer programs.

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[3] Maryland residents

The majority of our credit students in transfer programs (61%) are classified as general studies majors. The second most popular transfer programs are business administration and computer science with 11% of the student population each. In occupational programs, the most popular programs are nursing/allied health and business management with 27% of the occupational students each. Criminal justice/paralegal is the second most popular occupational program with 24% of the student population. The fastest growing credit program continues to be computer information systems, which has grown 120% over the past five years.

Academic programs

In response to a college-wide commitment to quality in its programs and curricula, the college community has engaged in an extensive assessment of general education outcomes. Out of this endeavor has emerged a set of strong Core Learning Outcomes as well as a well-grounded method of measuring the impact of general education courses on those outcomes. The five Core Learning Outcomes are:

- Communicate effectively orally and in writing in standard English
- Apply appropriate methods of mathematics to solve problems
- Comprehend and interpret reading materials
- Understand and apply the methods, principles, and concepts of the natural and social sciences and the humanities
- Understand the nature and value of the fine and performing arts
- Use computer technology for communication and information retrieval
- Recognize and appreciate cultural diversity

The college has established itself as a leader in science and technological training. The Science and Technology Resource Center has been recognized by the National Science Foundations, the Maryland Higher Education Commission and the Theodore M. Hesburgh foundation for excellence in programs of faculty development, university collaboration and K-12 partnerships. The college has build exceptionally strong linkages with the county school system. Our Teacher Education Resource Center has developed extensive credit programs and courses for K-12 teachers and students.

In response to the vast need for teachers within the Prince George's County Public School system (one of the largest public school systems in the country) Prince George's Community College has established a new Education Department which was formally introduced in spring 2000. In FY99, the number of teachers enrolled in certification programs already in existence was 1,763. The newly developed Education Department will allow students who wish to pursue the field of education, to pursue degree options as well as articulated transfer in the field of education.

Financial

Over the years, the proportion of the budget contributed by the county has steadily declined. However, in fiscal year 2001, the dollar amount contributed by the county was the highest it has been in the past 10 years. This held the percent of county contribution to the PGCC budget constant at 22%. This increase in county support has enabled the college to support a $1 per credit decrease in in-county tuition paid by students. This has decreased the budget contribution by tuition from 46% in fiscal year 2000 to 44% in fiscal year 2001.

Table 1
Trends in percent of county contribution to PGCC budget

Year	PGCC Budget	County Contribution	% of PGCC Budget
FY01	53,200,300	11,682,800	22%
FY00	50,434,200	10,982,800	22%
FY99	46,381,417	10,482,754	23%
FY98	43,913,692	10,482,754	24%
FY97	41,938,692	10,482,754	25%
FY96	41,350,000	11,382,466	28%
FY95	42,025,234	11,382,466	27%

INSTITUTIONAL ASSESSMENT

Quality

Prince George's Community College continues to provide quality educational programs to its student constituents. Students as well as employers provide feedback as to how well the college has prepared students for employment and for transfer. Student satisfaction with transfer preparation and with preparation for employment continues to be high, both indicators with approximately 97% of students responding positively. On the latest employer survey administered by MHEC, 100% of employers were satisfied with the preparation of PGCC graduates.

The quality of Prince George's Community College graduates is validated in the success of our students who transfer to four-year institutions. For the past five years, the average GPA of first-year transfers has been above the 2.5 benchmark set for academic year 2000-01. In academic year 1998-99, the average first year GPA of Prince George's Community College transfer students was 2.66, stable from the previous year.

Effectiveness

Licensure success rates
Prince George's Community College has continued to be effective at fulfilling its mission as measured by student academic outcomes. Students in occupational programs continue to fair well on licensure exam pass rates. Students in the fields of Health Information Technology,

Nuclear Medicine, Nursing, Radiography, and Respiratory Therapy are required to pass an exam before they can begin work in their chosen careers. The pass rates for Health Information Technology, Nuclear Medicine, and Nursing continue to be above 80%. In fact, in Nuclear Medicine, 100% of the graduates who took the exam passed.

In Respiratory Therapy, the pass rates have steadily gone down over the years from 100% in 1995 to 71% in 1999. This decrease in passage rate is concerning, but is probably primarily a function of a small student population. In fall 1999, 11 students took the respiratory therapy exam. Of those 11 students, 8 students passed, yielding a pass rate of 71%. While this pass rate is below the benchmark of 90%, this low yield can be attributed to low numbers. Therefore, the proportion is probably not statistically meaningful.

Four-year success and retention rates

The four-year graduation and transfer rates for students who transfer from PGCC to public institutions within the state of Maryland (MHEC tracks only these students) have fluctuated. The graduation and transfer rate for the 1994 cohort showed a market increase over the last several cohorts at 24.2%. However, the rate for the 1995 cohort has dropped slightly to 21.5%. This drop brings the transfer/graduation rate to 10 ½ points below our benchmark of 32.0% for two cohorts out. The second year retention rate for Prince George's Community College has gone down 6 percentage points from 66.4% to 60.4%. The second year retention of remedial students has remained stable at around 64% for the past three academic years. Both indicators fall short of the benchmark of 64.5% and 66.0% respectively.

This past fiscal year has seen major positive steps toward mending the issue of student retention and success. With the arrival of a new president and several key administrators, we have implemented new programs designed at supporting students from the point of application through to program completion or transfer. Some of the new programs that have been put into place in the past year have been:

- Establishing formal articulation agreements with Howard University, College of Notre Dame of Maryland, Bowie State University and expanded programs included in the University of Maryland University College Alliance program.
- Creation of a transfer advisement manual that will be distributed to all advisement staff.
- Increasing the staffing and size of the transfer center to support significant enhancement in transfer advisement services.
- Programs by advisors, counselors, and faculty to increase students' awareness of scholarship opportunities for transfer students

Access

Tuition and fees

Recently, the board of trustees has been able to approve a $1 per credit tuition decrease for students who live in Prince George's County. This brings our fiscal year 2001 tuition and fees to $93. Although the benchmark for this indicator of access is $95, the college is working to bring the fiscal burden by students down and increase the amount shared by the county and the state.

Market share

The market share for Prince George's Community College continues to be among the highest in the state. Prince George's Community College enrolled 42.5% of Prince George's County residents enrolled in undergraduate programs in fall 1999. Although this is a slight drop from 43.6% in fall 1998, the market share for PGCC has remained above 42% for the past five years.

Continuing education

The continuing education program at Prince George's Community College is continuing to expand. During the last five years, the non-credit registration has grown 7% from 42,692 in academic year 1995-96 to 45,682 in 1998-99. This is well above the benchmark of 45,280, which was set for academic year 2000-01.

Diversity

Diversity in the student population

Prince George's Community College is becoming increasingly diverse among its student population. Over the past 5 years, the percent of African Americans among the student population has increased by seven percentage points, growing from 65.4% in 1996 to 73.1% in 1999. Currently, Prince George's Community College has the highest enrollment of African American students among community colleges in the state. The percent of students in any minority group has also increased from 74.6% in 1996 to 83.1% in 1999.

Success of minority students

The success of our minority student populations has historically been lower than that of our overall population. Over the past five years, the success rates of both our African American students as well as our population of minority students has remained relatively stable. The 1995 cohort of African American students achieved a success rate of 14.5%. This had remained relatively unchanged since the 1995 cohort whose success rate was 14.9%. For minority students the rates are slightly higher, 17.1% for cohort 1995, up from 16.7% for cohort 1992. Both of these are well below the benchmark for cohort 1997 of 20.0%. The college has worked this year to implement new programs in the hopes of increasing the success rates of minority students. Listed below are some examples of those programs.

- Consolidated the Student Support Services-TRIO program, ALANA (the minority student retention program), Vocational Support Services, and Disability Support Services. Staffs are working to eliminate redundant efforts, have developed a joint intake process and improved referral process, and are coordinating program activities for the new academic year.
- A new three-credit course, Introduction to College Life, is being offered for first time students in Fall 2000.
- The Student Support Services – TRIO program has increased staff involvement with the Transfer Center, Financial Aid and Disability Support Services offices to increase student awareness and participation in this retention program.
- Vocational Support Services staff will continue to work with career and technology educators in the Prince George's County Public Schools to provide a transition program

for career technology completers. Since the public schools are planning a significant restructuring of the career technology programs, college staff will work closely with the secondary school personnel to ensure continued access to postsecondary education and support for these students in the transition to college studies.

Diversity of faculty and staff

While the student population has grown in its diversity, the same has not been true for the faculty. In the fall of 1999, 18.6% of the full-time faculty were African American. This is the largest proportion of African American full-time faculty in the history of the institution, growing from 15.5% the previous fall. Prince George's Community College is committed to making sure that the diversity of the faculty reflects that of the student population. As such, the administration has set a benchmark of 25% with respect to the proportion of full-time faculty who are African American. The proportion of women among the full-time faculty has grown slightly as well from 51.6% in fall 1996, to 53.1% in fall 1999. This figure is, again, slightly below the benchmark of 60.0% set for fall 2001.

The diversity among the executive and managerial staff has increased faster than it has amongst the faculty. Currently the proportion of African American administrators is nearly 6 percentage points above the benchmark at 45.9%. Similarly the proportion of women administrators is well above the benchmark set for 2001. In fall 1999, over half (54.1%) of the administrators at Prince George's Community College were women. This is well above the benchmark of 40.0% set for fall 2001.

Efficiency/Allocation of Resources

Instructional Budget

Prince George's Community College has supported its high quality academic programs by committing a large proportion of its budget to instruction. In 1999, the proportion of the fiscal year budget allocated to instruction was 44.4%. This was above the benchmark of 43.0% set for fiscal year 2002.

Endowment and giving

Prince George's Community College had an endowment value of $932,163 in fiscal year 1999. This is well below our benchmark of 1,400,000 for fiscal year 2002. Prince George's Community College has made a concerted effort to increase the value of the endowment. The results of this new focus have already been seen with a market increase in the dollar amount of private gifts earned in the past year. In fiscal year 1999, the college was given $612,018 in private donations. This is up from $177,143 in fiscal year 1996. With a new development officer who is also the Executive Director of the foundation and an increase in the number of foundation board members, the trend in private giving should continue to increase, which will no doubt impact the endowment value.

PRINCE GEORGE'S COMMUNITY COLLEGE

QUALITY						
Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	100%	99%	99%	97%	99%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	98%	97%	96%	97%	97%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	99%	100%	92%	100%	100%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.65	2.65	2.66	2.66	2.50
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	59%	66%	66%	60%	65%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	57%	64%	64%	64%	66%
7	Licensure exam passing rate	1996	1997	1998	1999	2001 BENCHMARK
	Health Information Technology	63%	63%	75%	83%	90%
	Nuclear Medicine	73%	100%	80%	100%	90%
	Nursing	85%	89%	80%	82%	90%
	Radiography	94%	91%	95%	88%	90%
	Respiratory Therapy	100%	92%	73%	71%	90%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	22%	20%	24%	22%	32%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	# of students transferring to MD public four-year institutions	768	796	784	856	810

PRINCE GEORGE'S COMMUNITY COLLEGE

ACCESS						
Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$85	$90	$94	$92	$95
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	43%	43%	44%	43%	45%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registration	42,692	43,634	44,351	45,682	45,280
DIVERSITY						
Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	65%	69%	71%	73%	75%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	75%	77%	80%	83%	85%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	16%	17%	16%	19%	25%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	52%	52%	54%	53%	60%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	33%	35%	37%	46%	40%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	36%	38%	40%	54%	40%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	15%	13%	16%	15%	20%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	17%	14%	19%	17%	20%
EFFICIENCY/ALLOCATION OF RESOURCES						
Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	56%	55%	55%	55%	60%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	43%	43%	44%	44%	43%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	$177,143	$224,805	$246,467	$612,018	$250,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	$931,634	$1,125,077	$999,490	$932,163	$1,400,000

THE COLLEGE OF SOUTHERN MARYLAND

MISSION

College of Southern Maryland (CSM) prepares its students and community to meet the challenges of individual, social, and global changes. The College of Southern Maryland aspires to become a world-class leader and provider of workforce training and life-long education while promoting accountability and leadership at all levels of the organization.

SIGNIFICANT TRENDS

Charles County Community College transitioned to the College of Southern Maryland, becoming a regional college with residents of St. Mary's, Calvert and Charles Counties serving on the Board of Trustees.

The college continues to invest in the renovation of facilities at its older La Plata campus and to expand its facilities at the Leonardtown and Prince Frederick campuses. Renovations are planned for the administration building, the physical education building and the science and technology building. Construction of the second phase of campus development is about to begin at the Leonardtown campus and building design is beginning for a new Prince Frederick campus. As a result of facilities development in St. Mary's County, fewer St. Mary's residents are commuting to the La Plata campus to take classes.

A five-year strategic plan was completed. Over 460 individuals, including community members from Calvert, Charles, and St. Mary's Counties, and the college community participated in the development of this strategic plan. Four strategic initiatives were ultimately derived from the process. Currently, four broad-based implementation teams are carrying out strategic objectives.

The college is enhancing local access to bachelor's degrees through brokering agreements. The college entered into an agreement with Johns Hopkins University, which will make available in Southern Maryland a bachelor's degree in engineering. Courses began in fall 1999. An agreement with Towson University will make available in Southern Maryland a bachelor's degree in teacher education. The college also articulated with University of Maryland at Baltimore and started to offer nursing courses. These partnerships will help to increase the number of Southern Maryland residents with a bachelor's degree. The college continues to refine its partnership with UMUC offering bachelor's degrees in a common facility in Waldorf.

The college continues to increase the number of alternative ways for students to learn. The college became a charter member of Maryland Online, a statewide consortium of colleges offering degree programs over the World Wide Web. The college has invested significant resources in distance learning programs since 1994. The enrollment in this area has increased about 50% during the last five years. The college initiated self-paced learning modules for the Information Services Technology and Office Technology programs. Currently, plans are underway to expend the self-paced and web-based courses. Compressed course schedules are also being offered.

The college is increasing its partnerships with local businesses, agencies and organizations to address serious workforce development needs, particularly in the technology-related industries. In response to welfare reform the college has been working closely with the local Departments of Social Services and other agencies. A variety of distance learning options and alternative delivery models are being tested. In addition, the college, Job Training Network, Department of Labor, Licensing, and Resources, and the three Departments of Social Services are working together to develop a new service delivery model for Southern Maryland. The college is expanding its program offerings in health care and information technology in response to local workforce needs. Additionally the industrial training (credit-free) offerings are being expanded, requiring the development of specialized facilities.

The college made a significant improvement in its minority enrollment. Currently 19.6% of the student population is minority. This rate exceeds the college's benchmark of 18%. The growth is mainly due to increased enrollment of African-American students.

INSTITUTIONAL ASSESSMENT

Quality

The transfer students' GPA has surpassed the college's benchmark of 2.63 and stands at 2.76. This is among the highest transfer student success rates across the community colleges. Although one hundred percent of employers of our graduates are satisfied with their educational preparation (1998 data), 93.5% of the 1998 graduates were satisfied with job preparation. This is the first time the college has seen a dip in the satisfaction rating. The college is planning to compare the MHEC's Graduate Follow-up data with the internal student satisfaction survey that was recently completed and to conduct focus groups to gain more useful information for improvements.

Effectiveness

Ninety-two percent of the Nursing graduates passed the NCLEX at first trial. Forty-eight percent the CSM students are either transferred or graduated. This was the highest success rate among the community colleges. For the first time, the college saw a drop in the second year retention rates. The college is extremely concerned about the drop in the retention rates, and is planning to closely examine this issue. The President's Council will be taking a closer look at the overall enrollment management issues. The four-year transfer/graduate rate and the number of students transferring to Maryland public four-year institutions are very close to reaching the benchmarks.

Access

The College of Southern Maryland consistently enrolls about 60% of the tri-county residents attending Maryland's public colleges and universities. This penetration rate is among the highest in the State, but somewhat less than the college's benchmark. Recently many four-year institutions are aggressively recruiting and making their services available through the web. The

Maryland Higher Education Commission's data showed that a larger proportion of 1997 high school graduates went straight to four-year institutions. In this competitive environment, CSM is committed in making quality education affordable and accessible to Southern Maryland residents.

Diversity

Many diversity efforts are working – African-American student body increased from 12% in fall 98 to 15% in fall 99; 19.6% of fall 1999 student body was made up of minority students. The four-year success rate of African-American students has increased to 36.4% with the most recent cohort. This is the highest success rate among the community colleges, according to the MHEC data. The college is strongly committed to continuing many successful diversity programs and creating additional opportunities through innovative community outreach efforts. Despite the relatively low minority population within Southern Maryland, the college is moving closer to bring about gender and racial balance in full-time faculty and full-time managerial staff.

Efficiency

During the last two years the college allocated significant resources to insure that the core faculty generates more than 50% of the student contact hours. The data demonstrates this commitment. The college has made a significant investment in an integrated data system intended to enhance productivity and efficiency. The system was implemented in spring 2000; it continues to be fine tuned. Every effort has been made to increase alternative revenue resources. Significant increases in the private giving and endowment value demonstrate the commitment toward increasing alternative fiscal resources. The advancement function is currently being restructured. Web application will be used to increase efficiency and effectiveness.

THE COLLEGE OF SOUTHERN MARYLAND

QUALITY

Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	99%	98%	95%	94%	98%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	95%	94%	94%	94%	98%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires*	99%	98%	++	100%	98%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.81	2.83	2.74	2.76	2.63

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	76%	68%	72%	68%	70%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	73%	70%	74%	67%	70%
7	Licensure exam passing rate	1996	1997	1998	1999	2001 BENCHMARK
	NCLEX - First time testing (MD Board of Nur.)	84%	88%	86%	92%	85%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	42%	46%	38%	48%	50%
	# of students transferring	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	to MD public four-year institutions	470	514	447	476	500

THE COLLEGE OF SOUTHERN MARYLAND

ACCESS

Indicator						
		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$78	$84	$84	$85*	$95
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	60%	59%	61%	++	65%
	(Number of Total Registrations)	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	11,748	11,716	12,262	12,507	12,500

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	11%	11%	12%	15%	18%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	17%	18%	17%	20%	18%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	8%	7%	9%	8%	10%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	51%	54%	52%	50%	51%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	13%	14%	14%	9%	10%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	73%	72%	78%	69%	51%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	8%	33%	34%	36%	50%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	19%	39%	42%	34%	50%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	50%	53%	54%	54%	51%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	42%	39%	42%	43%	43%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving*	$88,383	$138,588	$199,651	$376,927	$101,640
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value**	$574,827	$694,816	$741,522	$1,115,408	$638,058

* Data is from CCCC Foundation, Inc. - Ending Net Assets.

** Data is from CCCC Foundation, Inc. - Market Value.

++ Data not available

*Unofficial figure as of June 15, 2000

WOR-WIC COMMUNITY COLLEGE

MISSION

Wor-Wic Community College is a comprehensive community college providing quality postsecondary credit programs and community and continuing education courses for the residents of Worcester, Wicomico and Somerset counties. Wor-Wic was founded as the postsecondary educational link between individuals with educational needs and the needs of employers in the service area.

SIGNIFICANT TRENDS

Wor-Wic has experienced steady enrollment growth since its creation in 1975. The most rapid period of growth occurred between FY 1988 and FY 1994, when total enrollments increased at an annual rate of 13 percent. Over the last five years, between FY 1995 and FY 1999, enrollments for both the credit and community and continuing education areas have increased at an annual rate of three percent.

During this same five-year period, the number of full-time credit students has increased by almost 60 percent, the number of males has increased by 15 percent and the number of students with a transfer program major has increased by 10 percent. Other characteristics of the credit student population have remained stable, as well as most characteristics of the community and continuing education enrollments, with the exception of the percentage of non-credit minority enrollments, which increased from 30 to 36 percent.

In FY 1999, credit students comprised 63 percent of the college's FTEs and community and continuing education students comprised 37 percent. These percentages have remained stable for the last five years.

The growth in credit enrollments is attributed to the reputation Wor-Wic has earned for providing a high quality, low cost education in a variety of programs. Growth has been especially strong in the general studies transfer program, which has seen its enrollments more than double since the fall of 1990, and in the number of special students seeking admission to the allied health programs, which has almost doubled in the same period. The implementation of new programs in electronic engineering technology, construction engineering technology, manufacturing engineering technology, business transfer, medical transcription and revisions to the computer technology program are also contributing to enrollment growth.

In addition, Wor-Wic is attracting a larger percentage of recent high school graduates from the service area. Since 1990, the number and percentage of high school graduates from Wicomico, Worcester and Somerset counties who enrolled at Wor-Wic during the fall immediately following high school graduation doubled. Projections prepared by the Maryland Office of Planning indicate the number of public high school graduates from Wor-Wic's service area is expected to increase by 11 percent by the year 2008. The combination of a greater number of high school graduates and the ability of Wor-Wic to attract a larger percentage of these students should help ensure that the college's enrollments will continue to increase.

The increase in community and continuing education FTEs is believed to be a reflection of a growing economy, as evidenced by the renewed interest in specialized training for business and industry, in both open enrollment and contract training courses, and the college's designation as an advanced technology center that assists area manufacturers in meeting their workforce development needs through customized training.

Demographically, the race, gender and age composition of the college's student body has experienced a gradual shift since FY 1990. Between the fall of 1989 and the fall of 1999, minority credit student enrollments have increased from 21 percent to 26 percent. During this same period, the percentage of male credit students has also increased, from 24 percent in the fall of 1989 to 32 percent in the fall of 1999. The average age of credit students has remained stable at 28 years old. However, the median age has decreased, from 25 years old during the fall of 1989 to 23 years old in the fall of 1999. In comparison with the service area population, the college's credit student body in the fall of 1999 contained a higher percentage of females (68 percent vs. 51 percent for the service area) and the same percentage of minorities (26 percent). Community and continuing education enrollments for the fall of 1999 indicated a female percentage closer to that of the service area (57 percent vs. 51 percent for the service area) and a higher percentage of minorities than the service area (36 percent vs. 26 percent for the service area).

As enrollments have increased, so have the revenues the college has received from student tuition/fees. Beginning in FY 1992, student tuition/fees supplanted state funding as the largest portion of the college's budget. In FY 1991, state funding accounted for 37 percent of college revenues, student tuition/fees provided 30 percent and local funding supplied 29 percent. The next year, state funding decreased to 31 percent of total revenues, local funding remained stable at 29 percent and student tuition/fees increased to 38 percent. Through FY 1998, student tuition/fees continued to represent the largest portion of the college's total revenues, although the disparity narrowed to only $353 more from student tuition/fees in FY 1998 than from state revenues. In FY 1999, state revenues exceeded revenues from student tuition/fees for the first time since FY 1991. In FY 1999, state revenues accounted for 34 percent of total college revenues, while student tuition/fees accounted for 33 percent, local funds represented 31 percent and miscellaneous revenues accounted for the remaining two percent. The increase in state revenues can be directly attributed to the revision of the state funding formula, which became effective in FY 1998. Through this formula, funding to community colleges is based on funding provided to the state's four-year public institutions. Student tuition/fees revenue has continued to increase due to increased enrollments and an increase in the tuition rate. Tuition for in-county students has increased by 84 percent since FY 1990, from $31 per credit hour in FY 1990 to $57 per credit hour in FY 1999.

INSTITUTIONAL ASSESSMENT

Benchmarks for Wor-Wic were developed using a variety of methods. These included comparing Wor-Wic with other community colleges in the state, applying goals from adopted college plans and analyzing past trends to predict future performance. The performance accountability indicators are contained in five areas - quality, effectiveness, access, diversity and efficiency.

Quality

Four indicators pertain to quality. The most recent data available indicated that the college met or exceeded the established benchmarks for two of the indicators. The benchmark for the employer satisfaction with graduate hires was met and the benchmark for the grade point average achieved by transfer students to a four-year school after one year was exceeded. The benchmarks for student satisfaction with job preparation and student satisfaction with transfer preparation were not met. However, each of these benchmarks were set at 100 percent. Results from the 1998 graduate follow-up survey indicated 95.3 percent of graduates were satisfied with their job preparation and 96.8 percent were satisfied with their transfer preparation. The college has achieved 100 percent satisfaction in previous surveys for each of these indicators, most recently in 1994 for job preparation and 1996 for transfer preparation.

Effectiveness

The five indicators pertaining to effectiveness show that Wor-Wic's students are progressing and performing well. Benchmarks were exceeded for each of the indicators with the exception of the second year retention rate of remedial students and the four-year transfer/graduation rate of first-time, full-time degree-seeking freshmen. The second-year retention rate of remedial students has gradually increased, and is within 1.1 percent of the AY 2000-01 benchmark of 65 percent. The college experienced a slight increase in the four-year transfer/graduation rate for the 1995 cohort (35.8 percent) in comparison with the 1994 cohort (35.6 percent). Fluctuations in this data can be expected, however, due to the relatively small number of students in the cohorts. For example, the 1994 cohort contained 101 students and the 1995 cohort contained 120 students. Although the benchmark has not yet been met, the most recent data available (for the 1995 cohort) indicates the success rate for Wor-Wic students (35.8 percent) exceeded the state average (33.1 percent).

For the first time since MHEC instituted the performance accountability report, Wor-Wic has exceeded its benchmark for the second-year retention rate of first-time, full-time degree-seeking freshmen who re-enrolled at any community college within one year of matriculation. The retention rate for the 1998 cohort was 65.4 percent, exceeding the college benchmark of 60 percent. The percentage of students who passed the practical nurse, registered nurse and radiologic technology licensing and certification examinations exceeded the established benchmarks, with the pass rate for the practical nursing and radiologic technology students being 100 percent. For the third consecutive year, the number of students transferring to Maryland public four-year institutions has also exceeded the benchmark, with the AY 1998-99 figure being almost nine percent higher than the benchmark.

Access

Wor-Wic strives to be accessible to all residents in its service area by providing a quality postsecondary education at a reasonable cost. The tuition benchmark anticipates an annual per credit hour increase of $2 that results in tuition and fees in FY 2003 being $63 per credit hour. Between FY 1997 and FY 2001, tuition and fees have increased by an average of $1.75 per credit hour each year. Similar increases will place FY 2003 tuition and fees within $1 of the benchmark. The percentage of all residents of the service area who attend a Maryland college and were enrolled at Wor-Wic increased by almost one percent in the fall of 1999. To reach the college benchmark of 50 percent by the fall of 2001, this percentage needs to increase by 1.6 percent for each of the next two years. The benchmark for the continuing education registrations indicator was determined by projecting an annual increase of about one percent, which was the rate of growth for registrations between AY 1994-95 and AY 1997-98. The benchmark was exceeded during AY 1998-99, when registrations increased by almost 10 percent over the previous year.

Diversity

The college strives to have a student body and an employee work force similar to the demographic characteristics of our service area, as evidenced by the inclusion of this goal in the college's strategic plan. The diversity benchmarks of the accountability report reflect the intent of this goal, with the benchmarks being set to reflect either a service area characteristic or a realistic attempt to come closer to that goal. Generally, the benchmarks project an increase in African-American and minority enrollment and employment. Although there are annual fluctuations, the overall trend as represented by the four years of data indicates that progress is being made to achieve these goals. The percentage of total headcount enrollment that was African-American and the percentage consisting of all minorities both increased during the fall of 1999. African-American headcount enrollment increased to 22.0 percent of total enrollment, and is less than two percent from the benchmark. Minority enrollment increased by more than two percent during the fall of 1999, and, at 24.5 percent of total enrollment, is 1.5 percent from the benchmark of 26 percent. The lack of progress in increasing minority enrollments was noted by MHEC with a request that an explanation of progress be provided. This request was made before fall 1999 data was available, and the fall 1999 data indicates that significant progress has been made. In fact, during the fall of 1999, Wor-Wic experienced its largest percentage of minorities in its history.

The most recent data for the four-year success rates for first-time, full-time degree-seeking freshmen who were African-American or who were a member of any minority exceeded the benchmarks for these indicators. The benchmark for each of these indicators is 25 percent, and the success rates for the 1995 cohorts for both of these groups were at least 30 percent. The benchmark for the percentage of full-time executive/managerial employees who are female has been met, and the percentage of full-time faculty who are female is within six percent of the benchmark. The percentage of full-time faculty who are African-American increased during the fall of 1999 to 7.1 percent, less than one-half percent from the benchmark of 7.5 percent. The percentage of full-time executive/managerial employees who are African-American has remained unchanged over the last four years. The lack of progress for this indicator can be attributed to two factors: the small number of employees that are involved and low turnover. There are only eight positions at Wor-Wic classified as executive/managerial. The appointment of one African-American to one of these positions would meet the benchmark of 12.5 percent. The low turnover rate is reflected by the fact that the eight employees currently in these positions have been employed at the college for an average of almost 17 years, ranging from a low of four years to a high of 25 years. To increase the pool of minority applicants, the college mails all administrative job notices to minority individuals in the community, and faculty and administrative openings are routinely advertised in regional and national publications to increase the number of qualified applicants.

Efficiency

The college prides itself on being an efficient user of financial, physical and human resources, as evidenced by data indicating that Wor-Wic traditionally has a lower than state average cost per FTE. The indicators included in the accountability report show a similar pattern. The most recent data available indicates that the college has exceeded the benchmarks set for the percent of lower division student credit hours generated by the core faculty, private giving funding and endowment value. The percent of the budget allocated to instruction decreased slightly during FY 1999, but is still less than three percent from the benchmark.

WOR-WIC COMMUNITY COLLEGE

Quality						
Indicator		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with job preparation	98%	100%	98%	95%	100%
		1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 BENCHMARK
2	Student satisfaction with transfer preparation	83%	100%	100%	97%	100%
		1992 Employer Survey	1994 Employer Survey	1996 Employer Survey	1998 Employer Survey	2000 BENCHMARK
3	Employer satisfaction with CC graduate hires	100%	100%	100%	100%	100%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	CC transfer student success: GPA first year	2.64	2.74	2.74	2.70	2.60
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
5	Second year retention rates	55%	59%	56%	65%	60%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	Second year retention rate of remedial students	47%	62%	61%	64%	65%
7	Licensure exam passing rate	FY 1996	FY 1997	FY 1998	FY 1999	2001 BENCHMARK
	Registered Nurse	86%	90%	98%	90%	90%
	Licensed Practical Nurse	100%	100%	100%	100%	95%
	Radiologic Tech. AART	100%	100%	100%	100%	95%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Four-year transfer/graduation rate	34%	46%	36%	36%	50%
	# of students transferring	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
9	to MD public four-year institutions	128	148	167	152	140

WOR-WIC COMMUNITY COLLEGE

ACCESS						
Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
10	Tuition and fees in-county (per credit hour)	$53	$55	$58	$59	$63
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% of county population served	43%	45%	46%	47%	50%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
12	Continuing education (non-credit) registrations	7,989	8,505	8,909	9,765	9,100
DIVERSITY						
Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total headcount enrollment	18%	22%	20%	22%	24%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total headcount enrollment	20%	23%	22%	25%	26%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am full-time faculty	3%	3%	3%	7%	8%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% women full-time faculty	66%	55%	56%	55%	60%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	0%	0%	0%	0%	13%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	43%	50%	50%	50%	40%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
19	Four-year success rate of Afr-Am students	42%	25%	46%	30%	25%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
20	Four-year success rate of all minorities	44%	25%	42%	31%	25%
EFFICIENCY/ALLOCATION OF RESOURCES						
Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
21	% of LD SCH generated by core faculty	53%	61%	58%	60%	55%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	% budget to instruction	43%	42%	44%	43%	46%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
23	$ in private giving	$112,578	$111,537	$95,217	$937,273	$100,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
24	$ endowment value	$678,375	$866,260	$1,070,570	$1,224,704	$1,000,000

COMPREHENSIVE/LIBERAL ARTS

FOUR-YEAR PUBLIC INSTITUTIONS

BOWIE STATE UNIVERSITY

MISSION

Bowie State University, through the effective and efficient management of its resources, provides high quality educational opportunities at the baccalaureate, master's and doctoral levels for a diverse student population of Maryland citizens. The educational programs are designed to enable students to think critically, value diversity, become leaders among their peers, and function in a highly technical world. Constituent needs, market demands, and emerging challenges confronting socioeconomic cultures serve as important bases in the University's efforts to develop educational programs and improve student access to programs of instruction. The University is committed to increasing the number of students from under-represented groups who earn advanced degrees in computer science, mathematics, and information technology.

SIGNIFICANT TRENDS

Academic Trends

As a result of the emergence of the information and technology age, computer science has become the focus of the Nation and higher education. The University's Fall 1999 enrollment in the Computer Science increased 13% over Fall 1998. In the past five years, computer science enrollment increased 56%, which was enhanced by the implementation of the computer technology track. Moreover, the University's approved mission includes the exploration of doctoral programs in computer science, mathematics, and information technology. In the report, "Annual Top Degree Producers", in *Black Issues in Higher Education* (July 8, and July 11, 1999 editions), Bowie State University is ranked number one nationally among all colleges and universities in graduating African Americans with master's degrees in computer and information sciences. Additionally, the University is ranked second nationally in graduating African Americans with master's degrees in psychology. For all disciplines, the University ranked tenth in the Nation in graduating African Americans with master's degrees.

In the Washington Post (June 25, 2000), the following was reported regarding the principal shortage: In Prince George's County, 78 of 185 principals (42%) have left in the past three years. More than 20 Montgomery county schools will replace their top administrators this year. Virginia and District of Columbia schools, likewise, are experiencing principal retirements and, reflecting a national trend, are seeing fewer candidates lining up to replace them. In keeping with the projected shortage of school principals in the State of Maryland, as reinforced in the Washington Post, Bowie State University introduced a new doctoral degree program in educational leadership. The community-based program is designed to problem-solve and focus on issues of technology, school learning and climate, and teacher.

Demographic Trends

Beginning with the 1996-97 academic year, the University increased its admissions standards for incoming freshmen. Since that time, the average SATs have risen from 772 to 914, and the average high school cumulative grade point averages have increased from 2.4 to 2.8. In addition, freshman enrollment increased from 375 to 425 students during the same period. However, since the 1998 freshman cohort, enrollment has begun to level off. Additionally, because of the health of the economy, there has been a slight decline in graduate school enrollment. Under its new administration, the University is aggressively implementing a revised recruitment/enrollment strategy designed to reverse the current enrollment trend at both the graduate and undergraduate levels.

Fall 1999 enrollment totaled 4,770 students; 3,114 undergraduates and 1656 graduates. By Fall 2009, enrollment is projected to increase 16 percent; from 4770 in Fall 1999 to 5,533 in Fall 2009. Seventy-nine percent (79%) of the student body is African American, followed by 16 percent for Caucasians. The mean age of its student population for Fall 1999 was 29. Among undergraduates and graduates the median age was 26 and 35, respectively. Approximately ninety-two percent (92%) of the student body are Maryland residents, representing all of the Maryland counties and Baltimore City, with the largest contingent coming from Prince George's County (62%). Recruitment efforts of the Office of Enrollment Management will continue to target its primary service areas of Anne Arundel, Howard, and Montgomery Counties, Southern Maryland, District of Columbia, and out-of-state areas.

Financial Trends

Financial trends at Bowie State University over the last five years (FY 1996 through FY 2000) continue to show a dependence on tuition and fees to support institutional operations. When entering the University System of Maryland in FY 1988, the University's total budget consisted of 61% of State general funds. The amount of State general funds had decreased to 46% of the University's total budget by FY 1993. For FY 2001, the budgeted State appropriation is 39% of total revenues and 45% of total unrestricted revenues.

INSTITUTIONAL ASSESSMENT

Quality

Bowie State University continues to exceed its benchmarks for student satisfaction. In *the 1998 Follow-Up Survey*, student satisfaction surpassed the benchmark of 90%. Ninety-eight percent (98%) of the students who earned a Bachelor's degree indicated that the job preparation acquired at the University was excellent, good, or adequate. In the same survey, ninety-seven percent (97%) of the graduates were satisfied with the preparation received at the University for graduate school, exceeding the benchmark of 95%. This data clearly reflects the University's commitment to quality instruction and student services.

Effectiveness

Retention and Graduation Rates: The second-year retention rate of the University's first-time, full-time degree-seeking freshmen is steadily moving towards the benchmark of 80%. After remaining steady for two years, the percentage of first-time, full-time degree-seeking freshmen at the University increased from 71% for the 1996 and 1997 cohorts to 73% for the 1998 cohort. During the last two years, the University has implemented a number of retention initiatives via the Access and Success Retention Grant. The majority of these initiatives are designed to enhance instruction, academic support services, and general customer relations.

The six-year graduation rate dropped four percentage points, from 38% for the 1992 cohort to 34% for the 1993 cohort. The University believes that the retention of its students is vital to achieving its six-year graduation rate benchmark of 45%. The University finds that it retains slightly less than four out of 10 students after four years. Review and redevelopment of its current retention plan is underway.

Graduate/Professional School Going Rate: The graduate/professional school going rate of 1998 graduates with a baccalaureate degree increased slightly over last year. Forty-two percent (42%) of the 1998 graduates who earned a baccalaureate degree at the University indicated that they enrolled in a graduate or professional study program one year after graduation from the University.

Licensure Exam Passing Rate: The University is on target for achieving the 90% benchmark for the NTE professional knowledge and communications skills exams; however, the passing rate for the NTE general knowledge exam has declined from 83% in 1998 to 74% in 1999. Contributing in part to this decline was the department's inability to expeditiously identify a full-time Praxis laboratory coordinator. However, the School of Arts and Sciences is collaborating with the Department of Education to implement strategies for enhancing the students' performance on Praxis I (General Knowledge), and the Department of Education will be implementing two courses focusing on content for Praxis I and Praxis II.

Access

Access to Bowie State University is assured for Maryland residents. The percentage enrollment of full time undergraduate and graduate students who are Maryland residents exceeds the benchmarks. Tuition and fees for full-time residents over the last four years has increased at a compound annual rate of 4%. For FY 2001, the annual tuition and fees for full-time Maryland resident is expected to increase 3.1% over FY 2000 to $3,778. However, the University is proposing that the maximum tuition increase be held at 4% and that it be applied every three years. Thus, the University is not proposing a tuition increase for FY 2002. Additionally, the University is studying its non-mandatory fees.

Diversity

The University continues to exceed its benchmarks for its undergraduate and graduate/ professional African-American student enrollment and its overall minority student enrollment, and has reached its projected benchmark for the number of minorities enrolled in its graduate and professional programs. The University has also exceeded its benchmarks for the percentage of African-American full-time tenured/tenure track faculty, the percentage of African-American full-time executive/mangers, and the percentage of women full-time executive/ managers. The percentage of women full-time tenured/tenure track faculty (38%) for Fall 1999 at the University is below the benchmark. Faculty positions at the University are currently under review, which could possibly produce changes in the gender composition of the tenured/tenure track faculty.

Efficiency/Allocation of Resources

The number of core faculty teaching the standard load increased from 71% for AY 98, to 74% for AY 99. Although the University's awarding of faculty release time was in keeping with accreditation standards in Nursing, Education, and Computer Science and faculty grant replacements, the University has begun a rigorous re-evaluation of faculty workload reductions for FY 2001.

RESPONSE TO SPECIFIC ISSUES (EXPLANATION REQUIRED)

Indicator 8 – Graduation Rate of Community College Transfers

On average, about 41% of the community college transfer students entering Bowie State University qualify as freshmen and sophomores, thereby, impacting the four-year graduation rate. It increases the possibility of students in the cohort not completing their studies at the University in four years. For example, of the community college transfers entering the University in 1995, forty-one percent (41%) qualified as freshmen and sophomores, which means that these students entered with fewer credits and, therefore, will more than likely take longer to graduate.

Indicator 23 – Percent of Lower Division Credit Hours Generated by Core Faculty

There was a slight increase in the number of lower division credit hours generated by core faculty for AY 99. However the University's core faculty is not sufficient for both on-campus and off-campus lower division credit hour generation; that is, the University is still relying on adjunct faculty for instruction at most of its off-campus instructional sites. Additionally, departments hire full-time contractual faculty primarily to deploy core faculty to upper division courses and graduate programs.

Indicator 24 – Percent of Tenured/Tenure Track Faculty Teaching Standard Load

Review of the faculty instructional workload for Bowie State University by the University System of Maryland (USM) resulted in an adjustment of the percent of tenured/tenure track faculty teaching standard load or more. The table below shows that the percent of tenured/tenure track faculty teaching on load in AY 98 was not 55%, but 71%. For AY 99, the percent increased to 74%; showing that the University has begun moving closer to its benchmark of 80%. Further review of the criteria for faculty workload request for AY 2000 is being conducted by the Office of the Provost in collaboration with the deans of the Schools of Arts and Sciences and Education and Professional Studies.

Table 1. Proportion of Faculty Who Taught Expected Load or More

Academic Year	Percent
1994-95	82%
1995-96	86%
1996-97	89%
1997-98	71%
1998-99	74%

Source: USM Office

Indicator 25 – Dollars in Private Giving and Indicator 26 – Dollars of Endowment Value

The absence of permanent leadership for the University's Office of Institutional Advancement has led to instability in the fundraising efforts of the University. With a new Vice President for Institutional Advancement and the development of a fundraising plan, the University expects the trend in private giving and the value of the endowment to improve significantly over the next five years.

BOWIE STATE UNIVERSITY

QUALITY

Indicator		1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1998 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	83%	94%	93%	98%	90%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
	Professor	74%	75%	78%	66%	85%
	Associate Professor	76%	76%	80%	67%	85%
	Assistant Professor	78%	80%	83%	78%	85%
		1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1998 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	94%	94%	94%	97%	95%

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort BENCHMARK
4	Second year retention rates	74%	70%	73%	73%	80%
5	Licensure exam passing rate					
		1996	1997	1998	1999	2001 BENCHMARK
	NTE-Prof Knowledge (% passing)	81%	82%	91%	87%	90%
		1996	1997	1998	1999	2001 BENCHMARK
	NTE-General Knowledge(% passing)	78%	75%	83%	74%	90%
		1996	1997	1998	1999	2001 BENCHMARK
	NTE-Comm Skills (% passing)	85%	85%	83%	84%	90%
		1993 Follow-Up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1998 Follow-up Survey	1999 BENCHMARK
6	Graduate/professional sch going rate	30%	40%	38%	42%	50%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
7	Six year graduation rate	36%	39%	38%	34%	45%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort BENCHMARK
8	Graduation rate of CC transfers	46%	50%	44%	47%	60%

ACCESS

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
9	Annual tuition and required fees for full-time resident undergraduates	$3,358	$3,577	$3,664	$3,778	$3,805
		Fall 1995	Fall 1996	Fall 1998	Fall 1999	FALL 2000 BENCHMARK
10	# of off-campus credit enrollments	736	723	849	930	1,000
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% FT undergraduates who are MD residents	93%	87%	92%	92%	80%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
12	% graduate/professional students who are MD residents	91%	91%	88%	91%	90%

BOWIE STATE UNIVERSITY

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total undergraduate enrollment	83%	84%	85%	86%	80%
	% all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	total undergraduate enrollment	86%	88%	86%	84%	85%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am graduate/professional students	64%	66%	66%	66%	65%
	% of all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	total graduate/professional enrollment	70%	74%	70%	72%	70%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time tenure/tenure track faculty	74%	58%	64%	61%	60%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time tenure/tenure track faculty	40%	38%	40%	38%	50%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
19	% Afr-Am full-time executive/managerial	69%	75%	70%	67%	65%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
20	% women full-time executive/managerial	53%	56%	57%	56%	50%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
21	Six-year graduation rate of Afr-Am	38%	39%	41%	34%	45%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
22	Six-year graduation rate of all minorities	34%	39%	40%	34%	45%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
23	% of LD SCH generated by core faculty	61%	66%	45%	46%	65%
	% tenure/tenure track faculty	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
24	teaching at least the standard load	84%	77%	71%	74%	80%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
25	$ in private giving	$633,717	$1,232,000	$526,519	$326,791	$1,500,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
26	$ endowment value	$1,786,000	$2,130,000	$2,312,181	$2,690,822	$5,000,000

COPPIN STATE COLLEGE

MISSION

Founded in 1900, Coppin State is a public, urban college. The integration of the instructional and public service roles of the institution results in high quality academic programs and provisions for health care, education, social services and, correctional and law enforcement personnel to the community. The College serves as a repository for African American culture.

Coppin State College excels as a model comprehensive, urban, liberal arts college both regionally and nationally. With advanced information technology as a catalyst, Coppin offers innovative, career-orientated academic programs designed to service the needs of the Central City, the metropolitan area, the State and the nation. Coppin embodies excellence as a pioneer in urban education and public service as it carries out its human services mission.

SIGNIFICANT TRENDS

The College has demonstrated a consistent increase in average SAT scores and enrollment from 2578 in fall 1990 to 3844 in fall 1999. Exceeding its regional reputation for its commitment to providing access, opportunities, and success for students from diverse soci-economic backgrounds and with varied academic experiences, Coppin most recently enrolled students from 27 different countries, 25 different states, and the US Virgin Islands. These enrollment trends, which are expected to continue through AY 2010, attest to the College's success in meeting its mission, and impacts upon the need for increased facilities, faculty and staffing to meet the academic and human development needs of both traditional and non-traditional students who attend.

In addition to increasing enrollment, Coppin's graduating classes have shown steady increases from 244 students in AY90 to 461 in AY99. Auxiliary enterprise income has increased with the opening of Coppin's first residence hall, and has grown with the exclusive contract with Coke-a-Cola, expansion of auxiliary enterprises and the renegotiating of the foodservice and bookstore contracts.

The Academic Division has continued to develop additional programs that are consistent with market needs, while simultaneously remaining conscious and committed to cost containment and reallocation of funds. The Bachelor in Liberal Arts major was approved for 1998 student fall enrollment. A graduate degree program, Nurse Practitioner was added in fall 1999, as well as graduate programs in Human Services Administration, Substance Abuse Counseling and a Masters in Education. The latter is a distance learning degree program, which is offered as a cooperative with the Cantor Group (a subsidiary of the Sylvan Learning Systems). The Ronald E. McNair Post Baccalaureate Achievement Program was successfully funded for a fourth cycle.

In April 1998, Coppin entered into an agreement with the Baltimore City Public Schools System (BCPSS) to manage Rosemont Elementary School for five (5) years. Coppin State College sought this opportunity as a K-16 outreach effort that assists the public school in taking corrective action to improve student academic performance and outcomes. The Coppin/Rosemont Initiative (CRI) insures Coppin's role as the "operator" of Rosement Elementary School, and is consistent with the College's philosophy of growing and developing its own winners. Coppin's role is to identify, coordinate, and facilitate supporting services from the College and community to insure that Rosemont attains the goals and objectives set forth in the School Improvement Plan. Consistent with its commitment to Rosemont's success, Coppin has provided teacher education courses that prepare Rosemont teachers for certification, tuition free. The College conducted an initial facility cleanup campaign, provided workshops for parents to increase their knowledge of curriculum and engage their participation in school activities, conducted teacher training and administrative workshops, provided supplemental and cultural learning experiences and coordinated services and resources to enhance learning and create a safer learning environment. These efforts have already begun to reap positive academic results. Although the results of the MSPAP have not been finalized, this year Rosemont student scores on the CTBS (California Test of Basic Skills) improved significantly. The greatest improvements occurred in the lower grades. Rosemont first graders improved in reading from the 33rd percentile of last year to the 88th percentile this year. In math they improved from the 17th percentile to the 70th percentile this year. Other grades improved only a few percentiles over the previous year.

Although the College's graduation rates remain less than the national norm, the 1995 cohort benchmark of 35% has remained the targeted goal. The graduation rate improvement resulting from newly implemented initiatives, will begin to be demonstrated in the 1994 six-year graduation rate. We have therefore have adjusted the 1995 cohort benchmark to 30% to more appropriately reflect an achievable outcome, in this time frame.

The Access and Success MHEC grant has, enabled the College to focus on specific program activities in Academic Affairs and Student Life. Additional staffing for the Academic Resource Center, Life Sciences program, and other academic areas, which offer courses that meet general education requirements are included. Student Life has been able to strengthen the monitoring and freshmen advisement process with additional staffing and to implement an automated attendance-monitoring program. As part of the campus-wide retention effort, Student Life has development a data retrieval system designed to capture and track information on students, specific to the retention and graduation needs of Coppin. These as well as department-wide plans are being effected to achieve the six-year graduation rate for the 1995 cohort. The recently approved Upward Bound grant will enable the College to develop its own winners and insure a bonded student group from high school through their college experience at Coppin.

INSTITUTIONAL ASSESSMENT

Quality

Coppin accepts the challenge of viewing students as clients/customers and of insuring the quality of programs provided as determined by the success of its students. The institution has addressed this concern through its own internal review process, and through the implementation of a procedure for student evaluation of faculty and courses that are conducted fall and spring semesters. Information obtained is provided to division deans, department chairpersons and individual instructors for review and incorporation into the improvement of programming. The data collected are included in the portfolios used in the evaluation process for granting merit increases. Additionally, each year the survey evaluating student attitudes, experiences, and perspectives of Coppin State College is conducted at program completion (Program Completers Survey), and immediately following graduation (Recent Graduate Follow Up Survey), for the five (5) prior graduating years. The data from these combined sources are used in determining student learning outcomes.

The most recent follow-up survey demonstrates benchmark achievement since 1996. Ninety-seven percent (96%) of the students responding to the 1998 and 1999 surveys affirmed their satisfaction. This Benchmark for 1999 has been achieved and the Benchmark for Student Satisfaction with graduate school preparation, at 98% affirmation, exceeds the 1999 goal.

Coppin has made a commitment to continue to emphasize student learning outcomes and to employ concepts of continuous quality improvement to maintain the integrity of its programs, and to evaluate and assess its processes.

Effectiveness

The graduate follow up survey has been combined with the EPACT survey and is conducted to determine the effectiveness of the programs and gage employment and progression rates. These data are collected and shared with vice presidents, deans and department chairs for inclusion into academic, and support programs and activities. Tracking and reporting these data have provided the impetus for better program and support services evaluation and change. The changes implemented have brought improvement to areas such as the nursing program as evidenced by the improvement and sustainment of the pass rate for NCLEX exams. Although the 1997 pass rate (95.6%) exceeded the Benchmark, the 1999 pass rate of 83% shows a decline from the previous year. The department has however, made a commitment to maintain the Benchmark of 91%.

Coppin has set as its number one priority, graduation and retention improvements. Evaluations of procedures, effectiveness of programs and implementation of new innovations are being conducted to achieve the new benchmarks indicated. The second year retention has continued to grow, with the 1999 retention rate of 75.8% exceeding the benchmark.

Access

Primarily serving Maryland residents, as reflected in 90% 1999 fall undergraduate enrollment, and 93% graduate/professional enrollments, Coppin is currently engaged in providing distance learning programs and opportunities to Maryland residents in remote areas where programs unique to Coppin have not been available. The institution is offering programs through extension activities that will grow in service and diversity. The College plans to maintain its current level of service to Maryland residents and increase its offerings through distance education. With the AT&T grant, Coppin has established a lab to provide technology training to current and prospective teachers. The programs offered through the Maryland Center for Thinking Studies, the Center for Excellence in Education, and the Baltimore Cable Access Channel, all housed at Coppin, offer greater access in educational training activities, which cater to both the professionals and the community at large. The 1999 data indicate that Coppin has achieved the majority of its Benchmark goals in each of the "Access" indicators.

Diversity

Coppin's mission objective, to provide academic programs and support services to Baltimore's central city and immediate metropolitan area, has been met as evidenced by the numbers and percentages of African Americans who continue to seek the quality programs of the institution, 95% for fall 1999. The 80% professional/graduate school enrollment reflects increased efforts to diversify the student population at the graduate level. Full-time tenure and tenure track faculty at 65% in 1999 represents a slight decrease that may affect the benchmark achievement by 2001. Executive and management staff numbers have already achieved the benchmark at 90%. Gender indicators are meeting or exceeding goals. The school plans to continue to address the needs of the underserved population, and to insure that the faculty and staff who provide these services are reflective of the student population served. Diversity is addressed through the many outreach programs and educational centers designed to meet a variety of needs, both personal and professional.

Efficiency/Allocation of Resources

Realizing the need for external funding to support ongoing programs and school activities, Coppin is currently engaged in an aggressive campaign to raise its external funding levels. Under the auspices of the Division of Institutional Advancement, Coppin has placed emphasis on building a permanent endowment and providing annual scholarships for students. Seeking higher levels of expectation, effort, and results in the pursuit of program and institutional funding, the long-term goal is to develop a stronger supplemental financial base for Coppin State College. Dollars in private giving have increased over 400% since 1996 due to advancement efforts. The increase in the area of endowment value is due to deliberate outreach efforts, which target alumni, groups, corporations, and businesses.

Having achieved a successful audit of the Faculty Workload report and processes in the fall of 1998, Coppin State College has established improved procedures to insure more accurate data reporting. Additional improvements include procedures to insure that underclass students continue to receive the benefit of the most experienced instructors as teachers. 88% of tenured and tenure track faculty are teaching at least the standard load, although the percent of tenured faculty teaching lower level student credit hours has lessened from the previous year.

RESPONSE TO SPECIFIC ISSUES (EXPLANATION REQUIRED)

Percent of Tenure/Tenure Track Faculty Teaching Standard Load

The percent of tenure and tenure track faculty teaching at least the standard load for 1998-99 was 88%. This represents an increase from the 81% reported the previous year. More accurate data gathering and reporting by Department Chairs accounts for the correction to the previous year's reporting as well as to the 1998-99 data. Additionally, the use of end of semester data rather than census data, more accurately reflects the teaching load. Continuation of the use of end-of semester data should enable the College to reach its benchmark by the 2001 academic year.

Six-Year Graduation Rate

Although the College's graduation rates remain less than the national norm, the 1995 cohort benchmark of 35% remains the targeted goal. The Institution has, however, more realistically assessed its outcomes and graduation trends and has set a new benchmark for this time period of 30%. This new benchmark, more realistically reflects current trends and achievable results for the cohort of 1995. New initiatives were more recently implemented, and will require more time to affect a continuous graduation rate improvement. Additionally, the rates being reported continue to include students from the former prison inmate program, which by legislation, ended and stopped students in their persistence towards their degrees. The current 1993 cohort data include 84 students from the inmate program. Without the inclusion of their number, Coppin's graduation rate would be 22.3%.

New initiatives, resulting from the Access and Success MHEC grant, have enabled the College to focus on specific program activities in Academic Affairs and Student Life. Additional staffing for the Academic Resource Center, Life Sciences program, and other academic areas, which offer courses that meet general education requirements are included. Student Life has been able to strengthen the monitoring and freshmen advisement process with additional staffing and to implement an automated attendance-monitoring program. As part of the campus-wide retention effort, Student Life has development a data retrieval system designed to capture and track information on students, specific to the retention and graduation needs of Coppin. These as well as department-wide plans are being effected to achieve the six-year graduation rate for the 1995 cohort. The College has revised the benchmark to 30% to more realistically reflect trends and achievable outcomes for the 1995 cohort. Coppin will continue to increase its graduation and retention goals a demonstration of its commitment to student and institutional outcomes.

Graduation Rate of Community College Transfers

At the time the most recent benchmarks were established, Coppin's six-year graduation rate of Community College Transfers exceeded that of the regular college by about four percent (4%). Since that time the trend has varied. Transfers were graduating at about the same rate as regular students. Further study has indicated that the majority of transfer students are coming to Coppin with fewer completed credit hours. Most enter with a classification of freshmen. Reflected in their current rate of graduation, the majority of their college experience is gained at Coppin. Using the corrected numbers provided by MHEC, Coppin's graduation rate for the 1995 cohort of Transfer students is 35.7%. The goal for the 1997 cohort at 39% seems achievable.

Six-Year Graduation Rate of African-American Students

Since over 90% of Coppin's student body is comprised of African-Americans and other minorities, the rate of graduation primarily affects these racial groups. Reflected in the overall graduation rate of the College, African American student graduation rates declined from the last reporting. New initiatives implemented to increase graduation and retention rates at the College are projected to yield measurable results after 2001.

Six-Year Graduation Rate of All Minorities

Coppin's student body is primarily comprised of minorities. The rate of graduation thus primarily affects these racial groups. Reflected by the overall graduation rate of the College, minority student graduation rates declined from the last reporting. New initiatives implemented to increase graduation and retention rates at the College are projected to yield measurable results after 2001.

COPPIN STATE COLLEGE

QUALITY						
Indicator		1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1998 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	79%	91%	97%	96%	91%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
	Professor	61%	61%	65%	62%	85%
	Associate Professor	48%	57%	53%	57%	85%
	Assistant Professor	42%	73%	73%	74%	85%
		1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1998 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	76%	94%	95%	96%	96%
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort BENCHMARK
4	Second year retention rates	70%	74%	76%	76%	75%
5	Licensure exam passing rate	1996	1997	1998	1999	2001 BENCHMARK
	NCLEX (Nursing)	86%	96%	95%	83%	91%
		1996	1997	1998	1999	2001 BENCHMARK
	NTE CORE BATTERY (Education)	67%	68%	75%	91%	75%
		1996	1997	1998	1999	2001 BENCHMARK
	NTE Specialty Areas	73%	75%	80%	84%	85%
		1991 Follow-up Survey	1993 Follow-up Survey	1997 Follow-up Survey	1998 Follow-up Survey	1999 BENCHMARK
6	Graduate/professional sch going rate	30%	41%	47%	37%	32%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
7	Six year graduation rate	22%	27%	21%	19%	30%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort BENCHMARK
8	Graduation rate of CC transfers	27%	25%	28%	36%	39%
ACCESS						
Indicator	Annual tuition and required fees for full-time	FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
9	resident undergraduates	$3,012	$3,164	$3,261	$3,272	$3,710
		Fall 1995	Fall 1996	Fall 1998	Fall 1999	FALL 2000 BENCHMARK
10	# of off-campus credit enrollments	334	36	326	188	300
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% FT undergraduates who are MD residents	90%	90%	90%	90%	90%
	% graduate/professional students	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
12	who are MD residents	94%	96%	97%	93%	95%

COPPIN STATE COLLEGE

DIVERSITY

Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total undergraduate enrollment	95%	95%	96%	95%	95%
	% all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	total undergraduate enrollment	98%	96%	98%	98%	97%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am graduate/professional students	88%	88%	90%	80%	90%
	% of all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	total graduate/professional enrollment	92%	90%	92%	84%	92%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time tenure/tenure track faculty	67%	66%	68%	65%	70%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time tenure/tenure track faculty	44%	49%	51%	53%	50%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
19	% Afr-Am full-time executive/managerial	91%	90%	92%	90%	90%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
20	% women full-time executive/managerial	50%	55%	48%	52%	51%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
21	Six-year graduation rate of Afr-Am	23%	28%	22%	20%	35%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
22	Six-year graduation rate of all minorities	23%	28%	22%	20%	35%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
23	% of LD SCH generated by core faculty	51%	49%	55%	41%	51%
	% tenure/tenure track faculty	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
24	teaching at least the standard load	89%	91%	81%	88%	89%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
25	$ in private giving	$174,568	$735,222	$1,009,630	$1,258,868	$3,000,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
27	$ endowment value	$1,690,215	$2,549,104	$3,054,612	$4,264,878	$3,058,924

FROSTBURG STATE UNIVERSITY

MISSION

Frostburg State University (FSU) offers a comprehensive array of undergraduate and graduate degrees emphasizing arts and humanities, applied technologies, business, education, environmental studies, human services, and social and behavioral sciences. Founded in 1898, Frostburg State University is a comprehensive, largely residential, regional university. It is the only four-year institution of the University System of Maryland (UMS) west of the Baltimore-Washington metropolitan area. FSU serves as a premier educational, economic, and cultural center for Western Maryland. FSU attracts advanced learners and provides educational opportunities for students from nontraditional and minority populations and from rural and metropolitan areas, creating a student body reflective of contemporary multicultural society.

The primary program emphasis is undergraduate education. Graduate studies and research also constitute significant components of the educational enterprise, enrolling students in advanced study consistent with the needs of the state and region. Scholarly activities, including undergraduate and graduate research, the application of technology, and community and professional service by faculty are also indispensable to the vitality of the university. In order to prepare a well-trained workforce and contribute to economic development, teaching and research are the most important professional activities and responsibilities of the faculty. Students expand their knowledge, understanding, communication skills, and appreciation for cultural diversity in a supportive environment.

FSU seeks to be nationally recognized for its environmental studies programs and regionally for its other programs of emphasis. Frostburg State acts as a central force in promoting scientific and technological advancements in the region. The University provides a capable workforce attending to critical shortages in IT, teacher education, and business. FSU elevates the social climate of the community and is the premier cultural center in Western Maryland.

SIGNIFICANT TRENDS

Institutional

FSU took major steps toward accomplishing its mission and institutional plan. After thorough review with input from a myriad of sources, the Division of Academic Affairs now consists of three colleges rather than four schools. Positioning for the future, promoting interdisciplinary study, and reducing perceived discipline barriers represent some of the salient reasons to reconfigure the academic function. Also, based on the recommendation of a marketing consulting group, the position of Vice President for Enrollment Management was created and filled after a national search. This Vice-President's position is intended to market the institution, coordinate enrollment services for students, advance technology in these areas, and achieve enrollments projection while improving SAT scores.

Curricular Initiatives, Professional Accreditations, and Assessment

The College of Education launched the Master of Arts in Teaching (MAT) program that qualifies baccalaureate degree holders for Maryland licenses while enabling them to earn an advanced degree in thirteen months. Plans are underway to offer a Master of Education degree in Special Education beginning in FY 2001. Additionally, a Master of Science in Applied Computer Science was initiated with the Spring Semester 2000.

The College of Education achieved the preconditions for professional accreditation during the fall of 1999 from the National Council for the Accreditation of Teacher Education (NCATE). The BS degree program in Park and Recreation Management expects professional accreditation from the National Recreation and Park Management Association (NRPA) by October 2000. The Social Work Program gained professional reaccredidation through 2007 by the Council of Social Work Education. The MS in Counseling Psychology earned ten-year professional accreditation of its program and was lauded by one reviewer as a model program that others should emulate. The College of Business will enter pre-candidacy for AACSB accreditation. The College of Business is now engaged in defining a five-year plan to be submitted in the fall of 2000 to AACSB. The plan will serve as the baseline for advancement in candidacy. Implementation of the candidacy plan is a five–year process.

Faculty members in the Department of Educational Professions received a state grant of $125,000 for technology enhancements along with several grants to establish Professional Developments Schools. These faculty members were awarded over $215,000 in grant funds this year from the State Department of Education, AT&T, and the University System.

Learning communities continued to grow in enrollments (13 communities enrolling 282 freshmen in 1999 compared to 10 communities enrolling 204 students in 1998). It is expected that one-third of the freshman class will be enrolled in learning communities during the fall semester of 2000. Assessment results reveal that learning community students were retained to a greater degree than the non-participating freshman (+2%) and their GPA's were better than the average freshman (+.09 GPA). African-Americans enrolled in learning communities continued at a rate 8% higher than non-participating African-Americans in both 1997 and 1998.

The University Assessment Plan continues to be implemented with standardized measures, student surveys, and faculty commentary. FSU now has three years of freshman entrance and experience data. Also, two cycles have occurred in measuring the development of critical thinking over an undergraduate career. The annually administered alumni survey has added to the information base about the institution and its programs. The results inform decision-making, programming, and enrollment planning. The quest for research and sponsored programs increased this past year. In FY 1999, 91 proposals for extramural funding were submitted compared to 66 in FY 1998. For the same period, 56 proposals received funding compared to 52 the previous year. For FY 1999, $2,121,554 in research and sponsored program were secured by the University.

Diversity

Our African-American student population at 11% for Fall 1999 represented a 1% increase over last year and 2% over FSU's benchmark. The overall minority population is 15% of the student population. Sponsored bus trips for minority students to FSU, its Diversity Center, and campus services support a welcoming atmosphere and entice minority prospects to enroll.

Concerning study abroad experiences and internships, we continue to add opportunities for our students to be competitive for employment through FSU's Center for International Education with its full-time director. During the academic year, Summer School, and Intersession, courses were offered in Ecuador, Quebec, Germany, Ireland, Denmark, Spain Ghana, and England. Students also participate in ISEP, AustraLearn, and American Institute of Foreign Study. FSU enrolled 46 international students (Spring 2000) from 26 different countries.

Technology Enhancement and Support

Currently under review, a newly drafted technology plan will replace the one that covered the previous three-year period. A new e-mail system was fully implemented beginning with the fall semester 1999. Reallocation of $84,000 was used to purchase a Microsoft site license that enabled FSU to provide Microsoft Office 2000 to faculty, staff, and students.

FSU achieved a MHEC grant of $262,802 for a faculty technology training program to develop and implement on-line courses. The state has given FSU $325,565 in FY2000 as enhancement funds to upgrade our technology capabilities.

Facilities

Construction was completed on phase two of the Pullen Hall plan for a "one stop (student) service" shop. This renovation cost nearly $2 million to convert an old gym into office spaces for Assessment, Graduate Services, and Special Programs (Summer School and Intersession); the Registrar; and University Billing. Also, testing cubicles were constructed while learning labs and spaces for academic support services were refurbished in Pullen Hall.

The renovation of Gunter Hall adds state-of-the-art labs in physics, engineering, geography, graphic design, business and biotechnology for instruction and research. This $6.4 million project, with nearly $1 million of the cost unwritten by the National Science Foundation, will begin during the Fall Semester of 2000.

Funds ($28 million) were approved for the construction of FSU's new Compton Science Center. The expansion of enrollments in science majors (now 14% of all majors), our economic development mission, and our aspirations in the sciences and technology require a modern, millennium facility.

From four sources, including a grant from the Economic Development Administration of the U.S. Department of Commerce, $1,299,000 has been secured for infrastructure development supporting the creation of a research park. Known as the Allegany Business Park (ABC), it will be situated on property owned by the University. FSU will lease space in ABC to Allegany County, which will take the lead in recruiting high technology and other businesses acceptable to the University as subtenants. The University expects to sublease to businesses willing and able to provide research, internship, and other opportunities in specialized fields to faculty and students. The research park is a significant economic development project for Allegany County. Infrastructure development will begin in September 2000. Allegany County expects to have its first tenant in the park by 2002.

To enhance the physical climate of the campus for students, $225,000 was used to renovate the commons area in the Lane Center, the campus student union. Also, $504,000 was allocated for the construction of a new athletic field.

INSTITUTIONAL ASSESSMENT

Quality

According to follow-up studies, FSU students report satisfaction with their preparation for jobs (97% in 1996 and 94% in 1998). Employer and alumni surveys confirm these high rates of satisfaction. Full - time employment rates of 92%, mostly related to the students' major, show our students qualified and prepared in their fields of study. Those students pursuing graduate and professional school consistently affirm (100% in 1993, 96% in 1996, and 95% in 1998) satisfaction with their preparation.

Regarding the UMS goal of paying faculty at the 85th percentile of the AAUP standard for MA I institutions, FSU dropped one percentile from FY 1998 - FY 1999 at the Professor rank, gained five percentiles at the Associate Professor rank, and lost ten percentiles at the Assistant Professor rank. For FY 1999, FSU received $276,500 in state appropriations for retention and excellence. Other sources of funds augmented the retention and excellence appropriations for faculty salaries as follows: COLA $189,000, Merit $142, 408, Chair Merit $9,600, and Promotion $21,600. The faculty salaries increased 6.3% over FY 1998. To achieve the benchmark will require greater state and system support. Our gains were negligible or regressed in percentile ranks despite adding $639,108 to faculty salaries.

Effectiveness

FSU's teacher education students and social work students pass licensing exams at rates continuing to be exceptionally high (94% and 100% respectively in FY 1999).

FSU's six-year graduation rate of 57%, slightly above the average of our current peers, is somewhat lower than previous years where the rate were 63% and the benchmark was 64%.

Other "Effectiveness" indicators are slightly above or at the prescribed benchmarks – "Second year retention rates," " Graduate/professional school going rate," and "Graduate rate of community college transfers."

Access

FSU's rates for tuition and fees engender access to the residents of Maryland, since our citizens constitute 89% of the undergraduate student body. Since few jobs are available locally, students have limited opportunities to offset their educational costs with a job during the semester. Lack of jobs contributes adversely to our retention of students. Although FSU will likely increase tuition at a rate of 4% annually, we will still be a very affordable institution. HOPE scholarships in technological areas and teacher education along with more scholarship funds being awarded support access for Maryland residents.

Competitors from bordering states continue to offer Maryland residents discounted tuition. FSU needs waivers for out-of-state undergraduates from contiguous areas. Our reduced out-of-state rates for graduate students must continue. By doing so, we will sustain our programs, attend to our regional mission, and continue our status as an affordable, quality institution in the region.

Diversity

FSU's African-American undergraduate enrollment benchmark for FY 2001 was raised to 9%. For Fall 1999, the percent of African-Americans of total undergraduate enrollment rose to 11%. Similarly, overall minority enrollment climbed to 15% of total enrollment, remaining the same as the previous year and above the institutional benchmark. The six-year graduate rate of the 1993 cohort of African-American students was 47%, exceeding the benchmark 2%.

FSU increased the percent of women in full-time executive/managerial positions by 4% compared to1998. This increase exceeded the Fall 2001 benchmark by 3%.

FSU pursues diversity in its many dimensions. It enrolls six times the percent of African-American students compared to the percent who live in Allegany and Garrett counties. For Fall 1999, minority enrollment as a percent of undergraduate enrollment increased to 15% or nearly 8 times the percent of minorities living in the area and despite the rapid growth in recent years of the Historically Black Colleges and Universities in the state.

We affirm in our mission statement and institutional plans the importance of diversity as a critical component of the educational experience of our students, and we are pleased that we continue to make good on that assertion.

FSU persists in its commitment to hiring African - American faculty. We continue to work to offset geographic, social, and financial factors. During the periodic program review process, academic programs investigate ways to recruit and hire African - Americans and establish hiring goals. A number of programs have initiated "grow your own strategies" providing summer teaching opportunities for African - American doctoral students, some of whom achieved undergraduate degrees from FSU. Other programs have utilized contractual teaching stints and faculty exchanges. Most student service offices now include one African - American professional. For Fall 2000, FSU hired three African-Americans in faculty positions.

Activities and programs to enhance the retention of faculty and staff who are African - American and women have continued. The Department of Educational Professions added four women in tenure track positions to its faculty component this year. All divisions of the University are involved in these efforts in various ways. Various campus departments and organizations provide specific programming. The National Coalition Building Institute (NCBI) continued to conduct workshops on sensitivity to others and increasing knowledge of minority groups as a means of developing the campus and learning climate.

Efficiency/Allocation of Resources

A major capital campaign exceeded its $10,000,000 goal in December of 1998. These funds are intended for scholarships, additional technology, and other support. Additionally, private funds amounted in FY 1999 to $915, 335. FSU remains on track to reach its annual goal of $1,200,000 in private giving by FY 2002. The endowment value advanced to $4,879,129 in FY 1999, nearly $600,000 over FY 1998.

RESPONSE TO SPECIFIC ISSUES (EXPLANATION REQUIRED)

Indicator 16 – Percent All Minorities of Total Graduate/Professional Enrollment

FSU's benchmark is 7%. But the percentage which minority students constitute of its total graduate enrollment remained at 5% for the past three years. Recruitment efforts included campus visits by the Assistant Dean of Graduate Services to UMS institutions such as Bowie and to out-of-state institutions such as Temple University. Graduate Program Coordinators have made links with various institutions to enroll minority students. These concerted efforts have yet to advance our ambitious benchmark. Most of our graduate programs serve a region that consists of 1% to 2.5% minority inhabitants. Our current enrollment of minority graduate students exceeded the region population twice the local minority population.

FROSTBURG STATE UNIVERSITY

QUALITY						
Indicator		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	78%	85%	97%	94%	83%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
	Professor	39%	53%	56%	55%	85%ile
	Associate Professor	34%	48%	57%	62%	85%ile
	Assistant Professor	51%	62%	65%	55%	85%ile
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	99%	100%	96%	95%	99%
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort BENCHMARK
4	Second year retention rates	76%	75%	77%	77%	78%
5	Licensure exam passing rate	1996	1997	1998	1999	2001 BENCHMARK
	NTE: "General Knowledge" section	97%	99%	98%	94%	98%
		1996	1997	1998	1999	2001 BENCHMARK
	Social Work:	100%	100%	100%	*	80%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
6	Graduate/professional sch going rate	21%	19%	24%	21%	19%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
7	Six year graduation rate	63%	60%	63%	57%	64%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1997 Cohort BENCHMARK
8	Graduation rate of CC transfers	56%	56%	58%	60%	59%
ACCESS						
Indicator	Annual tuition and required fees for full-time resident undergraduates	FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
9		$3,544	$3,776	$3,948	$4,132	$4,396
		Fall 1995	Fall 1996	Fall 1998	Fall 1999	FALL 2000 BENCHMARK
10	# of off-campus credit enrollments	613	586	606	598	557
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% FT undergraduates who are MD residents	88%	89%	89%	90%	87%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
12	% graduate/professional students who are MD residents	63%	65%	66%	67%	64%

FROSTBURG STATE UNIVERSITY

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total undergraduate enrollment	8%	9%	10%	11%	9%
	% all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	total undergraduate enrollment	11%	12%	15%	15%	13%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am graduate/professional students	3%	2%	3%	3%	3%
	% of all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	total graduate/professional enrollment	5%	5%	5%	6%	7%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time tenure/tenure track faculty	2%	2%	1%	2%	2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time tenure/tenure track faculty	33%	33%	34%	34%	40%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
19	% Afr-Am full-time executive/managerial	8%	8%	8%	8%	7%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
20	% women full-time executive/managerial	26%	28%	29%	33%	30%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
21	Six-year graduation rate of Afr-Am	55%	49%	45%	47%	45%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
22	Six-year graduation rate of all minorities	58%	48%	47%	46%	48%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
23	% of LD SCH generated by core faculty	53%	68%	73%	73%	53%
	% tenure/tenure track faculty	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
24	teaching at least the standard load	84%	81%	81%	78%	92%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
25	$ in private giving	$844,028	$858,977	$975,555	$915,335	$1,200,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
26	$ endowment value	$2,840,496	$3,330,046	$4,262,475	$4,879,129	$5,400,000

SALISBURY STATE UNIVERSITY

MISSION

Salisbury State University is a regional institution of higher education emphasizing undergraduate liberal arts, sciences, pre-professional and professional programs, and select, mostly applied, graduate programs. Students are recruited primarily from Maryland, but represent other states and nations as well. The University unites highly qualified faculty, staff and students to create a 'learning-focused' community. Salisbury State University is increasingly internationally oriented, and accepts responsibility for preparing its graduates to pursue careers in a global economy and for meeting the State's workforce needs. In recognition of its regional service commitment, the University promotes and supports applied research, targeted outreach programs, K-16 partnerships, cultural events, and active engagement of faculty, staff and students in all aspects of community life.

SIGNIFICANT TRENDS

Academic Trends

The University continues to focus on enrollment of highly qualified, motivated first-time freshmen. Freshmen enrollment for the fall 1999-2000 class was 871, with a composite SAT-score of 1030 and 1200 at the 25th and 75th percentiles, respectively, and an average high-school GPA of 3.4. Additionally, while maintaining a selective enrollment goal for first-time freshmen, the University remains committed to an open access policy admitting all students who successfully complete and transfer coursework from accredited community colleges.

Several exemplary University programs continue to advance and attain student success as evidenced by licensure-exam passing rates. In 1999, students taking the Respiratory Therapy Entry Level Credential Exam achieved a 100% passing rate (benchmark 90%); Nursing students taking the NCLEX-RN exam achieved a 91% passing rate (benchmark 90%); and teachers taking the Professional Knowledge component of the National Teacher Exam achieved a passing rate of 96% (benchmark 90%). Additionally, in support of quality teacher's education programs, the University attained NCATE accreditation.

Demographic Trends

African-American students continue to constitute 8% of the undergraduate enrollment—a trend holding steady since 1996. However, it is important to note that during this period, on average, 162 students from the University of Maryland Eastern Shore enrolled in courses at SSU each semester through dual degree and cooperative arrangements between the two universities. Students who maintain their primary registration with UMES and participate in these programs are officially UMES students, predominantly African-American, and increase the SSU effective African-American enrollment to a 10%

equivalent. Unquestionably, UMES students contribute to the diversity of Salisbury State University's campus, while other minority groups account for an additional 3% of the undergraduate enrollment.

Approximately 80% of SSU students are Maryland residents, representing all Maryland counties and Baltimore City. Additionally, although a regionally focused institution, 51% of the undergraduates and 43% of the total enrollment originate from the Western Shore of Maryland—percentages that in both cases represent a majority group. As a result, the University's principal service audience extends well beyond the borders of the Delmarva Peninsula. Further, as an additional confirmation of growing institutional diversity and international appeal, students come to SSU from 33 states and U.S. territories, and from 29 foreign countries.

The University is committed to providing diversity in the student body as well as among faculty and staff, and will continue to seek and implement creative strategies that are within legal guidelines for the achievement of this goal. Additionally, it will continue to pursue students who bring national and international diversity to the educational process. Enrollment will reflect a stable growth rate over the next five years, consistent with the University's mission as a predominantly undergraduate teaching institution and within the limitations imposed by both location and physical facilities. Salisbury State University will continue to explore collaboration with other institutions and distance education as strategies for meeting regional graduate and continuing education needs.

Financial Trends

The State of Maryland has awarded capital funds for a new science building, which should begin construction in Summer 2000. Additionally, Salisbury State University entered into a public-private partnership for the construction of a 576-bed student-housing complex adjacent to the East Campus. The new complex will greatly relieve housing pressures on campus, and will open for the Fall 2000 semester. Further, the University broke ground in Spring 2000 on the privately funded Scarborough Student Leadership Center.

The University continues to increase its grants and sponsored projects' revenues. Grants awarded in FY 2000 exceeded the previous year by nearly $2,000,000. Additionally, in an effort to continually maximize efficiency and to support strategic goals and initiatives, the University successfully reallocated over $1,600,000 of institutional funds in FY 2000. Annual giving funds have exceeded the benchmark of $1,800,000 reaching $2,041,879 in FY 1999. Further, the capital campaign goal of $13,000,000 was exceeded in FY 2000, compelling the University to establish a loftier goal that exceeds the current accountability benchmark.

INSTITUTIONAL ASSESSMENT

Quality

Approximately 92% of respondents to the SSU 1999 Alumni Follow-up Survey reported satisfaction with job preparation, while 97% expressed satisfaction with the level of preparation for graduate/professional schools. Although these satisfaction levels fall slightly below their benchmarks of 94% and 98%, respectively, the sampling does not provide any indication as to whether or not this difference is within the margin of error or is statistically significant. Additionally, sample results that achieve a 95% level are arguably statistically equivalent to a perfect or 100% level.

One of the University's goals is to advance faculty salaries to the AAUP 85th percentile. In AY 1999-2000, faculty salaries at the professor and associate professor level remained at the 65th and 53rd percentile of the AAUP salary scale, respectively, while salaries for assistant professors increased to the 72nd percentile. In a continuing effort to achieve this objective, SSU reallocated approximately $315,000 into faculty merit. Additionally, assistant professors, associate professors, and full professors will receive increases in FY 2001 that are, on average, 7.8%, 8.3%, and 7.1%, respectively. However, the AAUP 85th percentile is an extremely dynamic target. In FY 2000, SSU Master I and II peers at the 85th percentile increased salaries on average by 6.9% for professors, 7.3% for associate professors, and 5.3% for assistant professors.

Access

Annual tuition and fees for full-time, resident undergraduates increased by slightly less than 4%. The proportion of full-time undergraduates who are Maryland residents increased to 78% (benchmark: 70%). In-state graduate students accounted for 82% of the graduate enrollment (benchmark: 79%).

Fall 1999 off-campus credit enrollments declined from the previous year to 11 (benchmark: 38). In response, Salisbury State University has entered into a consortium with the other Eastern Shore college and university presidents to locate a Higher Education Center at Chesapeake College. This center will serve primarily non-traditional students, providing opportunities to take upper level and graduate courses at times and locations that better serve the regional interests. It is anticipated that this effort will revitalize off-campus enrollments, as well as provide innovative educational programming to the community. However, the University is keenly aware of increased regional competition from in-state and out-of-state institutions, and must balance regional service against market demand and cost in a broad, sparsely populated, rural region. Although SSU is the largest institution serving the Maryland Eastern Shore, with the largest service of any institution to regional citizens, the largest percentage of institutional students reside on the Western Shore of Maryland. Thus, although it is anticipated that the Higher Education Center will broaden regional service and increase the number of upper division and graduate off-campus credit enrollments, rural demographics and increased competition may minimize its impact. Finally, the

University will consider participation in Maryland Online in areas of need and where it has the expertise.

Diversity

African-American students continue to constitute 8% of the undergraduate enrollment, while the addition of UMES students taking SSU courses increases effective African-American enrollment to a 10% equivalent. Total minority undergraduate enrollment remains at 11% and increases to 13% if the same UMES students are included in this tally. The proportion of African-American graduate students remained stable at 7% (benchmark: 8%), and the proportion of minority graduate students dropped to 9%—the established benchmark level. Although the University has yet to achieve its African-American and minority undergraduate student enrollment benchmarks, it is imperative that the SSU/UMES dual-degree programs be considered in the effective enrollment, even though they are not considered in the actual enrollment. The collaborative arrangements are vital to both SSU and UMES, permitting the two institutions to share not only diversity, but also resources and academic programming. This collaboration facilitates the University's goal of achieving diversity benchmarks.

Full-time, African-American, tenure-track faculty representation remained steady in 1999 at 4%—2% below the benchmark. The University continues to aggressively pursue faculty via national recruitment in minority publications, as well as the typical national recruitment media. As a result, and although not included within these analyses, SSU was privileged to attract an outstanding minority faculty member into the Henson School of Sciences. Further, the University is committed to enforcing an institutional statement of affirmative action and interviews qualified minority applicants for every open position. Additionally, it is anticipated that the commitment of a new and charismatic president with strong connections to the Hispanic community will increase institutional opportunities to attract and retain minority and African-American faculty.

Utilizing the same initiatives as those used for the recruitment of minority faculty, the percentage of African-Americans in executive and managerial positions increased by 2% to 8%—the established benchmark—in 1999. Although the University has achieved its benchmark, it realizes that one year does not constitute a trend, and will continue to embrace the same practices utilized for recruiting minority faculty. The number of women faculty declined 1% in 1999, while the number of women in executive and managerial positions increased 5% to 33%. Both levels remain slightly below the benchmarks, but the process for recruitment remains the same. Although the recruitment trends were consistent (but reversed) for faculty and executive and managerial positions, regardless of race or gender, it should not be concluded that the process or competition is different for the two groups. The University believes that geographic, financial, collegial, and resource factors may tip faculty or academic decisions more towards areas that provide a greater opportunity for various research and professional enrichment—opportunities that are not as readily accessible on the Delmarva Peninsula, but are abundantly available with numerous institutions merely two hours in any direction.

Six-year graduation rates for African-Americans decreased substantially to 52% from 61%, and for all minorities, to 53% from 60%. Although both groups achieved or exceeded the benchmark the previous year, this year's trends mirror those of non-minorities and are more a cause of concern for systemic related matters than for grouping issues. As a result, each School is preparing a retention plan for implementation in the coming academic year.

Effectiveness

The University continued a modest decline in second-year retention rates to 84%. Student licensure-exam pass rates in respiratory therapy and teaching equaled the previous year's rates of 100% and 96%, respectively. Pass rates on the NCLEX exam in nursing increased to 91%. Mirroring the African-American and minority graduation rates, the six-year graduation rate declined 3% to 66%. However, this decline was not so dramatic as the other groups since the sample size provides greater stability. On the brighter side, the graduation rate for community-college transfers increased dramatically to 67%. Further, the 1999 Alumni Follow-up Survey reveals an increase in the proportion of students attending graduate school, from 22% to 26%.

Trends in these indicators are monitored by the President's Cabinet, senior institutional officers, academic officials and the Office of Institutional Assessment, Research and Accountability for the purpose of developing additional strategies that will reverse declines and create increases in institutional effectiveness.

Efficiency

The proportion of lower-division student credit hours generated by core faculty decreased slightly to 50% from last year's level of 56%. Additionally, the proportion of faculty teaching a standard workload declined from 83% to 81%. A focused effort to reverse these trends is occurring via an active policy to convert contingent faculty to tenure, tenure-track faculty. The University is channeling a greater portion of its strategic funds into these conversions, which must be accomplished strategically to ensure the best resource allocation.

Private giving levels continue to grow and in 1999 exceeded $2 million. Likewise, the endowment value increased to $12,731,923 from $11,902,984. Simultaneously, gross assets to the endowment increased to over $32,000,000.

SALISBURY STATE UNIVERSITY

QUALITY

Indicator		1996 Follow-up Survey	1997 Follow-up Survey	1998 Follow-up Survey	1999 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	97%	92%	92%	92%	94%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996 Percentile	Fall 1997 Percentile	Fall 1998 Percentile	Fall 1999 Percentile	FALL 2001 BENCHMARK
	Professor	68th	66th	65th	65th	AAUP 85th %tile
	Associate Professor	59th	49th	53rd	53rd	
	Assistant Professor	50th	56th	68th	72nd	
		1996 Follow-up Survey	1997 Follow-up Survey	1998 Follow-up Survey	1999 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	94%	96%	95%	97%	98%

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort BENCHMARK
4	Second-year retention rates	87%	87%	85%	84%	88%
		1996	1997			2001 BENCHMARK
	Medical Technologist Certification Exam	n.a.	n.a.			n.a.
5	Licensure-exam passing rate	1996	1997	1998	1999	2001 BENCHMARK
	Resp. Therapy Entry Level Credential Exam	100%	100%	100%	100%	90%
		1996	1997	1998	1999	2001 BENCHMARK
	NCLEX-RN (Nursing)	97%	87%	87%	91%	90%
		1996	1997	1998	1999	2001 BENCHMARK
	National Teacher Exam-Professional Knowledge	96%	99%	96%	96%	90%
		1996 Follow-up Survey	1997 Follow-up Survey	1998 Follow-up Survey	1999 Follow-up Survey	1999 BENCHMARK
6	Graduate/professional sch going rate	25%	31%	22%	26%	24%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
7	Six-year graduation rate	65%	65%	69%	66%	70%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Graduation rate of CC transfers	55%	54%	54%	71%	60%

ACCESS

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
9	Annual tuition and required fees for full-time resident undergraduates	$3,842	$4,002	$4,156	$4,312	$5,571
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	AY 2000-01 BENCHMARK
10	# of off-campus credit enrollments	32	35	19	11	38
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% FT undergraduates who are MD residents	74%	75%	75%	78%	70%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
12	% graduate/professional students who are MD residents	78%	79%	83%	82%	79%

SALISBURY STATE UNIVERSITY

DIVERSITY

Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total undergraduate enrollment	8%	8%	8%	8%	12%
	% all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	total undergraduate enrollment	10%	11%	11%	11%	13%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am graduate/professional students	7%	6%	7%	7%	8%
	% of all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	total graduate/professional enrollment	8%	8%	10%	9%	9%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time tenure/tenure-track faculty	5%	5%	4%	4%	6%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time tenure/tenure-track faculty	34%	36%	35%	34%	38%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
19	% Afr-Am full-time executive/managerial	6%	6%	6%	8%	8%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
20	% women full-time executive/managerial	30%	32%	28%	33%	35%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
21	Six-year graduation rate of Afr-Am	55%	43%	61%	52%	60%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
22	Six-year graduation rate of all minorities	50%	55%	60%	53%	60%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
23	% of LD SCH generated by core faculty	56%	58%	56%	50%	67%
	% tenure/tenure-track faculty	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
24	teaching at least the standard load	90%	90%	83%	81%	90%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
25	$ in private giving	$689,966	$996,192	$1,904,171	$2,041,879	$1,800,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
26	$ endowment value	$7,320,096	$9,519,850	$11,902,984	$12,731,923	$13,000,000

Note: SSU has conducted the Alumni Follow-up Survey annually since 1996. Data include all surveys received, including those that arrived later than original deadlines.

TOWSON UNIVERSITY

MISSION

Towson University is a premier, metropolitan comprehensive institution, nationally recognized for quality and value, focused on teaching and committed to providing a broad range of opportunities for undergraduate and graduate education. .The undergraduate curriculum will enable students to acquire the intellectual skills essential to effectively communicate in speaking and writing, the gathering and evaluation of information, critical analysis, competence in the use of technology and an appreciation of diverse points of view. The University offers post-baccalaureate education, including certificate programs for advanced education and workforce training, master's degrees in traditional and applied disciplines, and doctoral programs. The University will continue to respond to the Baltimore metropolitan area educational and workforce needs.

SIGNIFICANT TRENDS

Academic

For the past two fiscal years the University has been embarked upon a major faculty recruitment and employment effort due to the unusually high number of senior faculty (with 25-30 years tenure) retirements. In addition to replacing retiring faculty, the University expects to add 40 to 45 new faculty to support enrollment growth and improve the percentage of full time to part time faculty ratio.

The University has increased starting salaries an average of 20% over the past two years for all ranks in order to attract new faculty. This has been precipitated by the general increase in the market-based salaries in all disciplines, but more specifically in the significant increases in the current market-based salaries for professional disciplines, such as Accounting, Business, Computer Science/IT, Biology, Chemistry, Mathematics, Allied Health, etc.

The USM report "Faculty Salaries Percentile of USM Institutions Compared to Respective Carnegie Classifications: FY 1991-FY 2000" shows that Towson University percentile of faculty salaries for the three faculty ranks have dropped significantly from that of FY 1991.

The slight rise in percentile ranking at the associate rank (from a low of 59th to current 68th) is directly attributable to the salary compression adjustments that the President has funded for the past two fiscal years. The President has committed additional faculty salary compression funds for FY 2001 and FY 2002.

Develop three doctoral programs - collaborated with the sister institutions and the System on the rollout of the following three programs: the Ed.D in Educational Leadership, the Sc.D in Occupational Therapy Program (to be collaboratively offered at Frostburg) and the Au.D Doctor of Audiology Program.

Develop New Master Level Programs – rollout of Applied Information Technology, graduate certificate in Nursing Education, a combined BS/MS in occupational Therapy, a MS in Nursing, and a MA in Communication Management.

New teacher preparation programs and expansion of existing programs. In order to meet the needs of Maryland with the impending teacher shortage, the College of Education has developed a Quick Response Unit using the Resident Teacher Certificate (RTC) model and the Master of Arts in Teaching (MAT) program.

The University's goal of creating a student-centered learning infrastructure which recognizes that technology is changing the methods for organizing and disseminating information, for delivering education and student services, and for administering the educational enterprise. The campus will continue to pursue improving services to students, faculty and staff. Examples are Degree Navigator (student advising system), Schedule 25 (classroom scheduling system), TouchNet registration/payment (web based registration and payment system) and Sequitar (Admissions student prospect system).

The University's equipment replacement backlog exceeds $20 million. During FY 1999, a series of classroom fees were introduced to address this backlog. The funds generated from these fees have helped to, at least match student equipment and technology expectations to their experience in the high schools and community colleges.

The State's new funding guideline recognizes the revenue generated by these new fees. The campus is evaluating the implications of these self-generated fees verses State funding provided under the new guidelines.

Demographic

Demographic trends foretell accelerating increases in demand for higher education in Maryland. According to the Maryland Office of Planning, Maryland residents between the ages of 15 and 19 will increase by 23% through the next decade, as the "echo baby boom" moves through the traditional college participation years. Even though that age band will decline in the following decade, it will still be 9% higher in the year 2020 than in the year 2000. The 20 to 24 year and 25 to 29 years age bands, which are characterized by high part-time undergraduate and graduate participation rates, will mirror the growth of 15 to 19 years band. Maryland's minority residents of college age are increasing at even faster rates.

Towson University, after having accommodated far more of the increase in Maryland full-time undergraduate students over the last five years than any other four-year institution, public or private, is finally reaching full capacity. After Fall 2000, the University is expected to limit or cap full-time undergraduates on campus enrollment.

Towson graduate enrollment, especially evening and in off campus centers, has grown and will continue to grow rapidly, responding to statewide needs in teacher certification and other applied fields.

Financial

Last year's request to accelerate the University's capital budget request over the next 5 years is continuing. Four of our projects (7800 York Road Renovation - $10.3M, Sports Complex Construction - $31.5M, Fine Arts building addition and renovation - $42M and the Center of Learning and Technology - $38.5M) are part of a Capital Funding project request. This year we will be making a supplemental request for additional funds for the third floor renovation in Cook Library - $3.8M and renovation to a number of lecture halls - $4.8M.

The University is nearing completion (Fall 2000) of an $18.5M - 400 bed privatized housing facility. The State is expected to provide $21.75M toward a $31.5M Sports Complex. The design, development and construction of a new $22M - 1,300 space-parking garage on the southeastern quadrant of the campus are scheduled for completion in January 2002.

The Educational and General operating budget funding for the upcoming fiscal year remains below the guidelines established by the University System of Maryland. The FY 2001 funding for facilities renewal and deferred maintenance remains at 23% of the recommended 2% of the replacement value of the buildings. This low level of funding will only increase the $17.5M dollar backlog of deferred maintenance in the state supported buildings.

To date, the University has raised $13.6M (78%) toward the institutional goal of $17.5M for the Capital Campaign. The University has been very successful in increasing support from corporation and foundation sources are well as increased cultivation of individual donors.

The campus' off-campus outreach activity (and, of course, revenue) has increased significantly since providing deans/departments financial incentives to take programs into the communities especially teacher education programs. The concern is this new revenue stream offsets the State tax dollars under the new funding guidelines.

INSTITUTIONAL ASSESSMENT

Towson University met or exceeded most of its institutional accountability benchmarks and is on a pace to meet other benchmarks by the target year.

Towson University has **exceeded** the following benchmarks:

- Student satisfaction with job preparation
- Student satisfaction with graduate school preparation
- Second year retention rates
- Two of the five licensure exam passing rates
- Graduate school going rate
- Graduation rate of community college transfers
- Number of off-campus credit enrollments
- Percent graduate students who are Maryland residents
- Percent African-Americans among graduate students
- Percent of all minorities among graduate students
- Percent women among full-time

tenure/track faculty

- Percent women among full-time executive/managerial
- Dollars in private giving
- Dollars endowment value.

Towson University **met** or is on pace to meet the following benchmarks:

- NCLE licensure exam passing rate
- Annual tuition and required fees for full-time resident undergraduates
- Percent full-time undergraduates who are Maryland residents
- Percent, African-American among total undergraduate enrollment
- Percent all minorities among total undergraduate enrollment

Towson University is apparently **not on pace** to meet the following benchmarks:

- Average faculty salary by rank versus peers
- CPA exam passing rate
- Six year graduation
- Percent African-American among tenure track faculty
- Percent African-American among full time executive or managerial personnel
- Six-year graduation rate of African-Americans
- Six year graduation rate of all minorities
- Percent of LD SCH generated by core faculty
- Percent of tenure track faculty teaching at least the standard total

In the years from Fall 1991 through Fall 1994, demographic and economic downturns affected the numbers of freshman and transfer students entering institutions of higher education in Maryland, including Towson. The University admitted more students with lower grade point averages and SAT scores to partially replace the general fund reductions. The results were lower retention and graduation rates. Higher retention rates for the class entering in 1995 give us reason to be cautiously optimistic that we will attain the graduation rate benchmarks for African Americans, all freshmen, and all minorities.

RESPONSE TO SPECIFIC ISSUES

Indicator 24 – The percent of tenure/tenure-track faculty teaching standard load.
The figure listed under "Explanation Required' by the Commission to represent the proportion of core faculty who taught at or more than the expected load (58%) in 1998-1999 was in error. The percent reported for that year in the *Sixth Annual Report on the Workload of the USM Faculty (February 23, 2000)* is 76%. This minor decrease (3%) from the previous year is due to the expansion of the national award winning new student advising system in which at least 30 core faculty participated. Because there was no formula available to convert advising to course units, the participating faculty were included as departmental administration exceptions. Beginning this year, with the conversion standards now available for advising; independent studies; and master's projects, as well as the clearer directions for calculation provided by USM, the percentage of core faculty teaching at expected load will show an increase.

Indicator 22 – Six-year graduation rates of Minorities.
While remaining significantly higher than the rates for total public four-year institutions in Maryland, Towson University's graduation rates for minorities declined for the students entering as freshmen in Fall 1990 through Fall 1993. Interim first, second, and third year retention rates for cohort entering Fall 1994 indicate that the graduation rates for those cohorts will also be lower than earlier cohorts.

In the years from Fall 1991 through Fall 1994, the number of Maryland high school graduates of all races reached their lowest levels and the state's economy underwent a severe downturn. As a result, Towson admitted more students whose credentials, especially high school grade point averages, were below the levels consistent with high probability of success. In spite of the continuation of successful retention approaches and the implementation of new retention programs, the retention rates for freshmen of all races declined. Even so, Towson's six-year graduation rates for minority freshmen continue to be among the highest in the University System of Maryland.

Retention rates for Fall 1995, Fall 1996, Fall 1997, and Fall 1998 show significant improvement and indicate a return to the high graduation rates of the cohorts entering in the late eighties. For that reason, we believe that the University will achieve its 62% benchmark graduation rate minority freshmen who entered in the Fall 1995.

TOWSON UNIVERSITY

QUALITY

Indicator		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	92%	93%	92%	94%	90%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
	Professor	63%	58%	58%	61%	85%
	Associate Professor	59%	59%	60%	68%	85%
	Assistant Professor	70%	67%	68%	62%	85%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	98%	96%	96%	96%	95%

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort BENCHMARK
4	Second year retention rates	83%	82%	83%	86%	85%
5	Licensure exam passing rate	1995	1996	1997	1998	2001 BENCHMARK
	Certified Public Accountant	16%	25%	28%	15%	18%
		1996	1997	1997	1998	2001 BENCHMARK
	AI of CPA Level II	70%	68%	68%	70%	65%
		FY96	FY97	FY98	FY99	2001 BENCHMARK
	National Teachers Exam (NTE)	90%	90%	90%	90%	90%
		FY96	FY97	FY'99	FY'00	2001 BENCHMARK
	NCLE - Registered Nurses	84%	84%	86%	88%	90%
		FY97	FY98	FY'99	FY'00	2001 BENCHMARK
	Amer. Occupational Therapy Cert. Bd.	98%	98%	98%	95%	92%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
6	Graduate/professional sch going rate	22%	19%	27%	26%	22%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
7	Six year graduation rate	65%	61%	63%	62%	66%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort BENCHMARK
8	Graduation rate of CC transfers	58%	60%	51%	58%	55%

ACCESS

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
9	Annual tuition and required fees for full-time resident undergraduates	$4,120	$4,336	$4,520	$4,720	$5,754
		Fall 1995	Fall 1996	Fall 1998	Fall 1999	FALL 2000 BENCHMARK
10	# of off-campus credit enrollments	334	346	613	565	500
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% FT undergraduates who are MD residents	76%	77%	78%	78%	80%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
12	% graduate/professional students who are MD residents	86%	85%	87%	87%	80%

TOWSON UNIVERSITY

DIVERSITY

Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total undergraduate enrollment	9%	10%	10%	10%	11%
	% all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	total undergraduate enrollment	14%	14%	15%	15%	16%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am graduate/professional students	9%	9%	11%	14%	10%
	% of all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	total graduate/professional enrollment	13%	13%	15%	17%	15%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time tenure/tenure track faculty	4%	4%	4%	4%	5%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time tenure/tenure track faculty	35%	35%	37%	37%	35%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
19	% Afr-Am full-time executive/managerial	4%	4%	5%	3%	6%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
20	% women full-time executive/managerial	27%	30%	32%	37%	35%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
21	Six-year graduation rate of Afr-Am	55%	53%	50%	49%	60%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
22	Six-year graduation rate of all minorities	57%	51%	53%	49%	62%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
23	% of LD SCH generated by core faculty	58%	53%	58%	45%	65%
	% tenure/tenure track faculty	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
24	teaching at least the standard load	88%	85%	79%	76%	90%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
25	$ in private giving	$1,938,042	$2,334,119	$3,359,381	$3,647,572	$2,500,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
26	$ endowment value	$4,347,971	$7,184,400	$9,003,297	$10,688,044	$5,200,000

UNIVERSITY OF BALTIMORE

MISSION

The University of Baltimore (UB) provides career-oriented education at the upper-division bachelor's, master's and professional levels, offering degree programs in law, business and liberal arts with an emphasis on applied and professional degrees. UB prepares students to contribute to the well-being of Maryland as responsible citizens and through their chosen professions. UB also applies the expertise of its staff and students and its other resources to address current economic, social, and political problems and to improve the quality of life in Baltimore City, the greater Baltimore region, and the State. Based in Baltimore, UB provides its services through a variety of campus-based and distance education programs

SIGNIFICANT TRENDS

UB's enrollment picture is affected by conflicting trends. When unemployment is high, many individuals will seek to enhance their competitiveness through further education at low cost public universities. Thus, UB experienced its all-time high enrollment during the last recession at the end of the 1980's. Conversely, in the current full-employment economy, in Maryland and nationally, individuals who otherwise choose to advance their education are gainfully employed. This downward pressure on applications and enrollment is counterbalanced, however, by the increased demand among employers for high level and updated skills in their workforce. This, in turn, increases the demand for part-time study from those who are fully employed but seek career advancement. In our judgement, these offsetting trends result in overall stable enrollments in UB's current programs.

Another significant factor affecting UB enrollments is the increased presence of for-profit institutions such as Strayer, Keller, and the University of Phoenix. These low cost, low quality institutions, situated around the Baltimore beltway, siphon off students in the highest demand areas without the obligation to provide the full array of programs and services that are offered by public universities in the city of Baltimore. UB is increasingly attempting to respond to this new challenge by bringing its programs, on-site and online, to the Baltimore suburbs and beyond.

Finally, the trend toward e-learning and Intenet-based instruction is looming as the working adult student, i.e., UB's main audience. The convenience of studying anytime, anywhere is particularly appealing to this time and/or place bound audience. The challenge will grow, as online programs gain acceptability with students and, more importantly, with employers. (They have the respect and endorsement of accrediting bodies.)

UB believes that the only effective response to this trend is to become a credible provider of online education, serving the needs of our immediate market in the Baltimore region and competing for a share of the national audience for online education. We have taken a major step in this direction by placing our Masters of Business Administration entirely on-line (the webMBA). In Spring 2000, more than 50 full-time students were enrolled in this program. This number will rise to approximately 80 students in Fall 2000, and the first webMBA students will graduate the Fall 2000 semester. Additional online degree and certificate programs are planned for the near future.

INSTITUTIONAL ASSESSMENT

UB is making appropriate progress toward its benchmarks for the majority of its accountability indicators. Among the highlights is UB's progress in meeting its diversity goals. As of Fall 1999, African-American undergraduate enrollment was 2 percent above the Fall 2001 benchmark of 27 percent, and overall minority undergraduate enrollment was 1 percent above the benchmark of 33 percent.. At the graduate and professional level, the Fall 1999 and overall minority enrollment was 1 percent above the benchmark. UB also reached its Fall 2001 African-American and women faculty percentages by Fall 1998 and maintained that position in Fall 1999 in a competitive faculty market.

Of continuing concern to UB is the loss of talented African-American and women full-time executive/managerial staff which suffered a further decline to 4 percent in Fall 1999. Only 25 positions make up this group at UB, so that the loss of a single individual has a substantial impact on the statistics. Measurement of the entire administrative category might give a more balanced picture of employment and advancement trends at UB. The institution continues to be an excellent training ground for women and minorities, but a significant number are drawn away by competing public and private institutions. UB will be seeking better incentives to these highly sought-after staff members.

Several other indicators call for special comment this year. One of these is UB's FY 2001 full-time undergraduate resident tuition and fee rate. This figure ($4,170) is higher than the FY 2000 rate, reflecting the fact that UB did not increase resident tuition for the coming academic year. (The $48 change is a modest increase in fees.) The decision to hold tuition constant for Maryland students was part of an effort to assure the affordability and accessibility of UB's programs, as has been advocated by the Maryland Higher Education Commission. We have increased support with the same objectives.

UB is concerned with the dip to 79 percent in student satisfaction with job preparation, as reflected in the latest (1997) survey of graduates. The results for the previous two years were well in excess of the 90 percent benchmark set for 1999. There was no similar drop in satisfaction with graduate/professional school preparation. Looking more closely at the data from the 1997 survey, only 4 respondents (2.1 percent) expressed dissatisfaction. The lower satisfaction percentage seems due to 29 responses (18.4 percent) that the respondents were "uncertain" about their job preparation. One data point does not constitute a trend, but UB will continue to monitor future results of this survey, since job preparation is one of the primary goals of the institution and is one on which the vast majority of indicators suggest we are doing well.

Another troubling indicator is the first time Maryland Bar passage rate, which declined to 65 percent in the July 1999 examination compared to a 2000 cohort benchmark of 82 percent. Bar passage rates have been historically volatile, perhaps reflecting inconsistency in the examination itself, but UB is conducting a review of the Bar preparation of its Law students to insure improved results. It is worth noting in this context that in the recently reported results of the February 2000 examination, UB's first time takers passage rate was 80 percent.

The AY1998-99 indicator for the percentage of lower-division credits generated by core faculty remains at 27 percent, well below the 50 percent target. To put this figure in context, it should be pointed out that UB is primarily an upper-division and graduate/professional institution. In the past two years we have been authorized to admit a limited number of sophomores, but these numbers have been quite small (approximately 50 per year). Lower-division credit hours in total account for less than 3 percent of all credit hours at UB. Even general education at UB is taught at the upper-divisional level. UB is unlikely to invest limited core facuity resources in upper- division instruction as long as it does not admit freshmen and run a full lower-division program.

Finally, it is noteworthy that the FYl999 value of UB's endowment ($18,887,399) surpassed its FY2002 benchmark ($18,500,000) three years early. This result reflects the strong, continuing support of UB's alumni and friends and the sound policies of the University of Baltimore Educational Foundation.

UNIVERSITY OF BALTIMORE

QUALITY

Indicator		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	82%	97%	99%	79%	90%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
	Professor	89%	80%	83%	77%	85%
	Associate Professor	79%	82%	83%	78%	85%
	Assistant Professor	87%	74%	50%	81%	85%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	85%	100%	100%	96%	90%

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort BENCHMARK
4	Second year retention rates	N/A	N/A	N/A	N.A	N/A
5	Licensure exam passing rate	July 1996	Jul-97	Jul-98	Jul-99	2001 BENCHMARK
	Maryland Bar Exam:1st Time pass rate	74%	76%	70%	65%	82%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
6	Graduate/professional sch going rate	15%	14%	16%	15%	17%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
7	Six year graduation rate	N/A	N/A	N/A	N.A	N/A
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort BENCHMARK
8	Graduation rate of CC transfers	51%	43%	49%	51%	55%

ACCESS

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
9	Annual tuition and required fees for full-time resident undergraduates	$3,804	$3,966	$4,122	$4,170	$4,900
		Fall 1995	Fall 1996	Fall 1998	Fall 1999	FALL 2000 BENCHMARK
10	# of off-campus credit enrollments	63	181	211	152	350
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% FT undergraduates who are MD residents	95%	94%	94%	94%	95%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
12	% graduate/professional students who are MD residents	86%	85%	83%	82%	85%

UNIVERSITY OF BALTIMORE

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total undergraduate enrollment	25%	25%	25%	29%	27%
	% all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	total undergraduate enrollment	31%	32%	31%	34%	33%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am graduate/professional students	17%	17%	17%	19%	19%
	% of all minorities of	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	total graduate/professional enrollment	21%	23%	22%	24%	23%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time tenure/tenure track faculty	5%	5%	6%	6%	6%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time tenure/tenure track faculty	31%	30%	33%	31%	31%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
19	% Afr-Am full-time executive/managerial	12%	12%	7%	4%	15%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
20	% women full-time executive/managerial	35%	42%	38%	29%	40%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
21	Six-year graduation rate of Afr-Am	N/A	N/A	N/A	N/A	N/A
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
22	Six-year graduation rate of all minorities	N/A	N/A	N/A	N/A	N/A

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
23	% of LD SCH generated by core faculty	27%	64%	27%	27%	50%
	% tenure/tenure track faculty	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
24	teaching at least the standard load	65%	80%	82%	81%	90%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
25	$ in private giving	$1,151,449	$1,533,070	$1,898,208	$199,749	$2,600,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
26	$ endowment value	$10,340,000	$11,358,754	$13,620,750	$18,877,399	$18,500,000
	Additional Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
	dollars externally funded research	$3,822,259	$3,653,799	$4,485,366	$5,774,106	$6,500,000

UNIVERSITY OF MARYLAND EASTERN SHORE

MISSION

The University of Maryland Eastern Shore is the research and doctoral granting institution on the Eastern Shore. As a 1890 Land Grant University, it fosters equal opportunity in a diverse environment that values the discovery of knowledge, its development and dissemination, and its practical application within the community.

SIGNIFICANT TRENDS

Academic

In Fiscal Year 2000, the University of Maryland Eastern Shore added three undergraduate degree programs: Criminal Justice, Physician Assistant, and, Rehabilitation Services. One graduate degree program in Technology Education was added. In the Fall, 2000, another graduate degree program will start in Criminal Justice. These programs will attract exceptional students and outstanding faculty . These outstanding faculty will assist us in achieving the goals of having a quality faculty.

A program titled "Access and Success" was started in the Fall, 1999. This program uses up-to-date technology to assist freshmen in mathematics and English. All academic programs at the University are involved in this program. One of its goals is to improve retention and graduation rates.

Demographic

In FY 2000, the entire Enrollment Management Team at UMES was overhauled. The Noel-Levitz Consultant Group was hired to work with our team to increase the enrollment at UMES. Our projected enrollment target is to have a head-count of 4000 (3605 undergraduates and 395 graduates) by 2009, and a full-time equivalent (FTE) enrollment of 3425 students. The overall head-count enrollment dropped by 206 students from 3206 in Fall, 1998 to 3000 in Fall, 1999. This drop was expected because of the decision by the President to produce greater accountability on the part of students in the payment of their bills and in the timely application for student financial assistance. This is viewed as a temporary trend in enrollment.

Financial

Tuition: Annual tuition and required fees for full-time resident undergraduate students have increased from $3,240 in FY 1998 to $3,833 in FY 2000. The tuition and required fees will be $3994 in FY 2001. Many students at UMES depend on financial aid to pay their tuition and fees. In FY 1999, 2,608 undergraduate students and 272 graduate students received financial aid. The increase in tuition was within USM guidelines. Fee increases are due to a new student union facility.

Construction: The $6,060,000 funds set-aside for FY 2002 for construction /renovation for Somerset Hall and the J. Waters project will provide additional research and computer facilities for training students and faculty. A technology and community outreach center (including economic development) will be housed in Somerset Hall.

***Salaries*:** Comparing the Fall, 1998 data with the Fall, 1999 data for the average salaries by rank vs peers indicates that all salaries are below the 85% benchmark (percentile ranking) for all ranks at UMES. The average salary for the rank of professor increased from 30% to 44%, but it is still 41% below the 85 %benchmark. The average salary for the rank of associate professor increased from 74% to 75%, but remains 10% below the 85% benchmark. The average salary for the rank of assistant professor decreased by 16% from 82% in Fall, 1998 to 66% in Fall, 1999.

INSTITUTIONAL ASSESSMENT

We are pleased to correct the data for Indicator 7 (Six-year graduation rate) for the 1991 cohort (35.3% instead of 31%) and for the 1992 cohort (34.5% instead of 29%). Indicator 21 (Six-year graduation of African American) has also been corrected for the 1991 cohort (36% instead of 33%) and for the 1992 cohorts (35.2 instead of 31%).

The University of Maryland Eastern Shore has exceeded or met the benchmarks requirements for 13 indicators:

Licensure exam passing rate for NTE (Average Core Battery Rate)
Licensure exam passing rate for NTE (Average Specialty Rate)
Licensure exam passing rate (Dietetics Registration Exam)
Graduate/professional school going rate
Six year graduation rate
Per cent graduate/professional students who are MD residents
Per cent African-American total undergraduate enrollment
Per cent all minorities of total undergraduate enrollment
Per cent of all minorities of total graduate/professional enrollment
Per cent African-American full-time executive/managerial
Six-year graduation rate of African-American
Six-year graduation rate of all minorities
Dollars in Endowment Value

Explanation Required

Indicator 5- Licensure Exam Passing Rate- NTE Average Core Battery Rate NTE Average Specialty Rate

UMES has achieved an average rate of 87.5% for the NTE Core Battery tests and an average rate of 100% for the NTE Specialty tests. These rates exceed the 2001 Benchmark of 85% and 90% respectively. All students will be required to attend computer-based PRAXIS test-taking workshops, taught by a faculty member. Concerted, organized improvements in the quality of student and test-taking support will enhance the potential for increased scores, NCATE compliance, and realization of Title II mandates.

Indicator 20 – Percent Women of Full-Time Executive/Managerial

For the Fall, 1999, 39% of the full-time executive/managerial employees are women. This rate is 8% over the Fall, 1998 rate and is only 1% below the Fall, 2001 Benchmark of 40%. The drop seen in FY1998 is best explained by the fact that a change in one or two positions in our small executive/managerial base can create large (and misleading) fluctuations in the percentage.

Indicator 17 – Percent African American of Full-Time Tenure/Tenure Track Faculty

For the Fall, 1999, 48.3% of the full-time tenure/track faculty are African American. The Benchmark for Fall 2001 is 60%. The Fall, 1999 rate is 4.3% higher than the Fall, 1998 rate.

African Americans are underrepresented in the Sciences, Mathematics, Computer Science, Engineering, Technology, and Business. In these fields, in particular, very few African Americans receive Ph.D. degrees, a requirement to be appointed to a tenure-track position in departments that comprise a substantial percentage of our total faculty. With the national emphasis on diversifying faculties, the demand for the limited number of African American graduates has made it very difficult for UMES to compete with larger institutions offering higher salaries, an opportunity to teach in graduate programs, and available research laboratories and graduate assistants. Additionally, our location in a small rural area offers few employment opportunities for the spouses or significant others of potential full-time tenure/tenure track faculty.

Continued Monitoring Required

Indicator 7 – Six-Year Graduation Rate

The six year graduation rate at UMES for the 1991 cohort was 35.3% instead of 31%; the six-year graduation rate for the 1992 cohort was 34.5% instead of 29%; and, the six-year graduation rate for the 1993 cohort is 40.7% which exceeds the 1995 cohort rate of 40%.

Indicator 10 - Number of Off-Campus Credit Enrollments

UMES will continue to monitor the number of off-campus enrollments. This number should increase with the addition of three other sites: Shady Grove, Eastern Correctional Institution, and Catonsville Community College.

Indicator 15 – Percent African American of Graduate/Professional Students

For the Fall, 1999, 34.8% (35%) of the graduate students are African American. This rate is 1% below the Fall, 2001 Benchmark of 36%.

Indicator 16 - Percent All Minorities of Graduate/Professional Students

For the Fall, 1999, 51.7% (52%) of the graduate students are minorities. This rate exceeds the Fall, 2001 Benchmark rate of 41%.

Indicator 21 - Six-Year Graduation Rate of African Americans

The six-year graduation rate of African American at UMES for the 1991 cohort was 36% instead of 33%; the six-year graduation for the 1992 cohort was 35.2% instead of 31%; and, the 1993 cohort rate of 41.3% exceeds the 1995 cohort Benchmark rate of 40%.

Indicator 22 – Six-Year Graduation Rate of All Minorities

The 1993 cohort rate of 41.5% exceeds the 1995 cohort Benchmark rate of 40%.

Indicator 23 – Percent of Lower Division Credit Hours Generated by Core Faculty

UMES will continue to monitor this indicator.

Indicator 25 – Dollars in Private Giving

$1,468,330 were given in FY 1999, this amount is $31,670 below the FY 2002 Benchmark of $1,500,000.

UNIVERSITY OF MARYLAND EASTERN SHORE

QUALITY						
Indicator		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	78%	96%	91%	87%	90%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
	Professor	21%	13%	30%	44%	85%
	Associate Professor	70%	69%	74%	75%	85%
	Assistant Professor	81%	74%	82%	66%	85%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	100%	100%	100%	89%	90%
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort BENCHMARK
4	Second year retention rates	80%	79%	77%	76%	80%
5	Licensure exam passing rate	1996	1997	1998	1999	2001 BENCHMARK
	National Physical Therapy Examination	100%	100%	100%	86%	100%
		1995	1997	1998	1999	2001 BENCHMARK
	NTE (Ave. Core Battery Rate)	60%	69%	67%	88%	85%
		1995	1997	1998	1999	2001 BENCHMARK
	NTE (Ave. Specialty Rate)	86%	45%	68%	100%	90%
		1996	1997	1998	1999	2001 BENCHMARK
	Dietetics Registration Examination	100%	100%	100%	100%	85%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
6	Graduate/professional sch going rate	29%	32%	33%	41%	35%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
7	Six year graduation rate	33%	35%	35%	41%	40%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
8	Graduation rate of CC transfers	36%	47%	46%	43%	50%
ACCESS						
Indicator	Annual tuition and required fees for full-time	FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
9	resident undergraduates	$3,240	$3,585	$3,833	$3,994	$4,500
		Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 2000 BENCHMARK
10	# of off-campus credit enrollments	110	103	114	101	150
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% FT undergraduates who are MD residents	69%	70%	69%	61%	75%
	% graduate/professional students	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
12	who are MD residents	72%	65%	68%	76%	65%

UNIVERSITY OF MARYLAND EASTERN SHORE

DIVERSITY

Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total undergraduate enrollment	76%	76%	78%	79%	76%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total undergraduate enrollment	78%	78%	80%	82%	80%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am graduate/professional students	20%	24%	24%	35%	36%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% of all minorities of total graduate/professional enrollment	25%	30%	29%	52%	41%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time tenure/tenure track faculty	48%	49%	44%	48%	60%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time tenure/tenure track faculty	27%	29%	37%	31%	40%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
19	% Afr-Am full-time executive/managerial	71%	74%	67%	83%	72%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
20	% women full-time executive/managerial	40%	40%	31%	39%	40%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
21	Six-year graduation rate of Afr-Am	34%	36%	35%	41%	40%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
22	Six-year graduation rate of all minorities	24%	28%	31%	42%	40%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
23	% of LD SCH generated by core faculty	29%	33%	36%	34%	40%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
24	% tenure/tenure track faculty teaching at least the standard load	100%	97%	84%	86%	95%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
25	$ in private giving	$2,510,005	$573,229	$635,585	$1,468,330	$1,500,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
26	$ endowment value	$3,610,949	$4,530,448	$6,285,532	$8,220,813	$7,000,000

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

MISSION

University of Maryland University College (UMUC) offers flexible and applied postsecondary educational opportunities to create and maintain an educated professional workforce within the State of Maryland. On a global basis, UMUC extends American postsecondary educational opportunities to U.S. citizens and their families overseas in order to create and maintain an educated U.S. citizenry abroad. UMUC also extends services to international and national markets in order to enhance Maryland's economic development and establish the State as a center for global electronic commerce.

SIGNIFICANT TRENDS

University of Maryland University College continues to develop as a benchmark Virtual University as students increasingly desire access to education that is not constrained by time or place. An increasing number and percentage of UMUC's degree seeking students are taking classes online, and online enrollments are growing more rapidly than classroom based enrollments. Accountability items nine and ten speak to UMUC's growth as a Virtual University. Both indicators nine and ten exceeded their FY 2002 benchmark during the fall 1999 semester.

UMUC is increasingly being recognized as a significant figure in web based postsecondary education. In the previous year, 1999, UMUC was selected as one of only eight universities and seven consortiums to participate in the Department of Education's pilot project on Distance-Learning. In December 1999, UMUC filed its first report to the Department of Education as part of the Distance Education Demonstration Project. The U.S. Department of Education's pilot project is intended in part to protect financial aid at institutions where increasing percentages of students enroll in classes which use the web or other distance delivery methods to offer learning opportunities that are unconstrained by time or space.

Because developing UMUC's worldwide Virtual University is both technologically and educationally demanding, it is very expensive. Both the undergraduate and graduate programs continue to move programs online. The response to UMUC's new online MBA and online Master's of Distance Education has been enthusiastic. Increasing numbers of courses are being offered online and thus there is substantial increase in the need for training, faculty and staff development, student training, and technological support. Partly to support the financial demands at the same time that UMUC is committed to keeping tuition costs down for Maryland residents, UMUC has founded a private spin-off, UMUC Online Inc., to market UMUC classes offered via asynchronous distance formats out of the state of Maryland. Tuition will be charged at an increased rate through UMUC Online Inc. and this revenue will help support tuition for Maryland residents. UMUC Online Inc. will provide marketing and student services for non-Maryland students enrolled in classes delivered via asynchronous formats. All academic matters will continue to be controlled by the University regardless of whether the student is in or out of state.

UMUC is in the process of implementing a new integrated PeopleSoft Student Information, HR, and Financial Aid database system throughout UMUC's international structure, which includes the stateside, European and Asian databases. The HR module has already been implemented and it is being tested prior to replacing the legacy system. Student Information System Fit Gap Sessions are scheduled for the end of July.

UMUC continues to expand its alliance with Maryland Community Colleges throughout Maryland. The Alliance program will have an impact on staff workload (e.g., student services, research support) as UMUC continues to support the success and development of these partnerships and the development of the Maryland workforce and economy.

INSTITUTIONAL ASSESSMENT

University of Maryland University College either has already achieved its benchmark goals or it continues to make progress towards achieving its goals in almost all areas.

In the first section, Quality, UMUC has already achieved its benchmark goals with 97% of its students achieving satisfaction with job preparation and 98% indicating satisfaction with graduate school preparation. Data is taken from the 1998 Alumni Survey of Recent Graduates One-Year After Graduation. The 2000 Alumni Survey is in progress and data on FY 1999 alumni will be available later in the summer.

In the second section, Effectiveness, UMUC has achieved and surpassed benchmark goals for indicators four and five (% ratio of graduate degrees per graduate FTES and Graduate/Professional School going rate). Indicator three, % ratio of undergraduate degrees per undergraduate FTES, has declined. This lower ratio results from the fact that UMUC undergraduate FTES is growing at a faster rate than degrees.

In the third section, Access, UMUC has been moving towards lowering the percentage of its total enrollment at College Park. In 1995, 58.8% of its total enrollment was at College Park. In the fall of 1999, only 39% of its total enrollment was at College Park, thus achieving it 40% goal for the fall of 2002.

Both indicators nine and ten have exceeded their fall 2002 goals/benchmarks. Indicator 10 is the number of students at UMUC with active e-mail accounts. In fall 1999, 13,405 UMUC students had active e-mail accounts. UMUC includes e-mail accounts, both on and off UMUC servers, of all registered students. Using this measure for e-mail accounts, UMUC avoids substantially undercounting the number of registered students with active e-mail accounts and has exceeded its benchmark goal of 12,900 for fall 2002.

Indicator 9 is the number of enrollments in Internet courses at UMUC. UMUC continues to show tremendous growth in its enrollments in online courses. UMUC's benchmark of 8,641 for the fall of 2,002 has already been exceeded. UMUC is expanding its web based enrollments at a very high growth rate, achieving 11,154 enrollments in web based classes stateside in the fall of 1999. Please note that we are also improving our count of fall enrollments by including students registered for mid-session classes, and not just students enrolled at the time that UMUC generates its official IPEDS EIS statistics.

Indicators 7 and 8 relate to the percentage of students who are Maryland residents. With increasing number of students around the country and world who are likely to have access and interest in enrolling in UMUC classes, the percentage of Maryland residents will probably decrease as can be seen in UMUC's Graduate School. This shift in enrollments will generate higher out-of-state tuition revenues for UMUC and will also bring more money and prestige to the State of Maryland.

Section 4, Diversity, shows that UMUC has exceeded its benchmarks on all indicators except indicator 18, % of women full-time executive/managerial. UMUC continues to be a leader in the number and percentage of African-American students enrolled at postsecondary institutions in the State of Maryland; see Indicators 13 and 15.

Section 5, Effective Allocation of Resources, has exceeded its benchmark goals on indicators 21 and 22, using the most recently available data, or is close to achieving its benchmark goal. Indicator 21, $ in private giving, dropped in FY 1998. The downward trend was reversed in FY 1999 with a change in leadership and new staff in Institutional Advancement. Reaching an annual fund raising revenue total of $3 million at UMUC by 2002 is ambitious but possible. UMUC has a new president who is committed to building the relationships necessary to be successful in fund raising and continues to strive to achieve the $3 million benchmark goal. The Institutional Advancement staff is largely new within the last year and is experienced in corporate and major gift fund raising. The staff is confident that UMUC's corporate, foundation and alumni constituents have not been cultivated and solicited to the extent possible and that, with a new focus on major gifts, record totals will result.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

QUALITY						
Indicator		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	96%	97%	97%	97%	97%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
2	Student satisfaction: grad/prof sch preparation	98%	98%	97%	98%	98%
EFFECTIVENESS						
Indicator	% ratio of undergraduate degrees per undergraduate FTES	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
3		38%	38%	33%	31%	37%
	% ratio of graduate degrees per graduate FTES	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
4		50%	49%	48%	40%	30%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
5	Graduate/professional sch going rate	18%	19%	24%	23%	19%
ACCESS						
Indicator	Undergraduate tuition per credit hour MD residents	FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
6		$181	$183	$184	$191	$216
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2002 BENCHMARK
7	% undergraduates who are MD residents	82%	82%	80%	81%	75%
	% graduate/professional students who are MD residents	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
8		87%	85%	81%	75%	88%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2002 BENCHMARK
9	# of enrollments in Internet courses	778	1,641	5,068	11,154	8,641
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2002 BENCHMARK
10	# of students with active e-mail accounts	5,600	6,024	9,377	13,405	12,900
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2002 BENCHMARK
11	% of total enrollments at College Park	57%	52%	46%	39%	40%
	# of students completing requirements for Prior Learning credit	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2002 BENCHMARK
12		194	225	283	279	260

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total undergraduate enrollment	27%	27%	28%	30%	25%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total undergraduate enrollment	37%	39%	39%	42%	35%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am graduate/professional students	25%	27%	30%	30%	23%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% of all minorities of total graduate/professional enrollment	36%	38%	41%	41%	33%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time executive/managerial	7%	7%	6%	7%	6%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time executive/managerial	45%	43%	43%	41%	44%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
19	% budget to institutional support	11%	11%	11%	DNA	12%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
20	$ in private giving	$1,158,561	$959,483	$796,661	$1,373,000	$3,000,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
21	$ endowment value	$2,221,749	$3,491,781	$4,410,484	$5,302,545	$2,600,000
		FY 97	FY 98	FY 99	FY 00	FY 2002 BENCHMARK
22	Entrepreneurial Revenues	$1,714,987	$2,660,877	$1,902,232	$3,066,828	$1,702,000

DNA=Data not available

MORGAN STATE UNIVERSITY

MISSION

Morgan State University is a comprehensive public urban university that is, by legislative statute, Maryland's designated public urban university. As a nationally premier Historically Black Institution, Morgan is committed to providing access to an educationally and racially diverse student body with a special emphasis on increasing the educational attainment of the African-American population at all degree levels and serving the special needs of Baltimore City.

SIGNIFICANT TRENDS

Academic Trends

Morgan seeks to develop and maintain an instructional program and a research and public service capability consistent with its status as Maryland's public urban doctoral university. The academic program inventory in particular seeks to track the new economy and the accompanying shift in emphasis from the production of physical goods to a knowledge and service based economy. With the liberal arts as the foundation, the University is focused on the continued enrichment of programs in the sciences, engineering and other information technologies, business, and education at the undergraduate and graduate levels. Preparation of students in these critical areas is vital to the development and diversification of Maryland's work force of tomorrow. The continued increase in quality graduates is contingent upon obtaining an appropriate student faculty ratio (12 to 1), continued upgrading of the technology infrastructure, and expanded and improved facilities.

Demographic Trends

Over the next decade, Maryland is expected to experience an 18 percent increase in student enrollment in post-secondary education. The projected increase in student enrollment offers an extraordinary and perhaps historical opportunity to create a better balance in the distribution of students among Maryland's public colleges and universities. A large majority of the projected student enrollment pool mirrors the Morgan State University (MSU) applicant pool with similar education profiles, comparable socio-economic status and like family educational history. Accordingly, Morgan projects conservatively an enrollment increase of 28 percent over the next 10 years. To the extent that the overall competitiveness of the University is achieved, the percentage of resident enrollments will continue to increase and the University's student population should become more racially diverse.

Financial Trends

The economy is stronger than it has been in decades and State revenues are experiencing unprecedented growth. While the Board of Revenue Estimates foresees a slow down in the Maryland economy, it expects the economy to remain strong. Given the Governor's and the Maryland General Assembly's funding priorities, Maryland's public higher education institutions have certainly been a beneficiary of the State's robust economy. State funding for higher education has experienced significant growth over the past several years. From FY 1998 to FY 2000 Maryland's four-year public institutions as a whole have experienced a 20 percent increase in general funds. The FY 2001 appropriation for Maryland's four-year public institutions represents a 10.3 percent increase over FY 2000 levels and individually Morgan State University received a comparable percentage increase. These increases have allowed Morgan State University to begin to address some of the qualitative concerns related to managing an unfunded 48 percent increase in enrollments that occurred during the 1990-1996 recession, which forced the University to implement a number of cost containment measures that threatened qualitative issues.

Despite the recent increases in State support, general funds, as a percentage of the overall budget, have decreased by 28 percent since 1990. This decline is related to growth in other sources of university revenues associated with enrollment growth and grants/contract activities. The growth and development of Morgan State University in these areas have resulted in not only a corresponding increase in the number of graduates it produces, but an increasingly productive workforce. As Morgan becomes a full fledged doctoral university with a program mix, degree levels, faculty quality and size, facilities, student financial aid and an operating budget commensurate with the new status, the University will yield even greater economic benefits to the State as it graduates an even larger number of students at all degree levels. This infrastructure will also provide substantial benefits to the City of Baltimore as Morgan begins to effectively apply its resources and knowledge in addressing the socio-economic and cultural issues associated with urban living.

INSTITUTIONAL ASSESSMENT

Quality

As has been the case for the last several years, Morgan State University continues to rate well in relation to its quality indicators.

Morgan State University's alumni continue to express their satisfaction with the way in which the University has prepared them for the job market. Recent Morgan State graduates have proven to be highly employable individuals, whose ability to sustain employment in today's workforce is strong. The tendency of Morgan State's graduates gaining employment in a field related to their major is comparable to the Statewide average.

Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for advanced degree programs as well. As with employment, the pattern of Morgan State undergraduate students continuing their studies in a graduate degree program related to their undergraduate degree is similar to the Statewide average.

As part of the University's commitment to continually build upon the strength of its undergraduate programs and enhance its advanced degree curriculum, Morgan State University places great emphasis on attracting and retaining the most qualified faculty available. As part of this effort, Morgan State endeavors to provide a very competitive compensation package to its faculty. Thus, compared to other comprehensive institutions nation-wide, the University's average faculty salary has increased from the 80th percentile rank in 1996 to the 85th percentile for Professors and 88th percentile for Associate and Assistant Professors in 1998. While these levels represent a slight drop from fall 1997, Morgan State anticipates meeting its benchmark in FY 2001 primarily due to cost-of-living increases appropriated by the Governor and the General Assembly.

Effectiveness

Morgan State University strives to educate a student body diverse in academic preparedness, demographic characteristics and social-economic backgrounds, as well as increase the educational attainment of African-Americans, especially in fields and at degree levels in which they are under represented. Given this, continuing to increase the rates at which the University retains and graduates its students is extremely important to Morgan State.

Morgan's six-year graduation rate for students with an SAT score of 1,000 or above is 72 percent, which is equal to or higher than most Maryland Colleges and Universities. Morgan's mission requires, however, that it admit a diverse array of students, including those with exceptional academic backgrounds, as well as some that may not have had an opportunity but exhibit potential. This commitment to admitting a diverse pool of students with regard to academic preparation impacts the overall graduation rate. Even at that, Morgan's six-year graduation rate has reached a new high of 40 percent for its 1993 cohort.

Despite the progress exhibited in its graduation rate indicators, Morgan State's second year retention rate for the 1998 cohort slipped slightly to 73 percent from 75 percent for the preceding cohort. This drop may be attributed to the substantial increases in non-resident tuition rates and growing unmet need for financial aid. Most Morgan students are first generation college attendees and tend to originate from a lower socio-economic background. Finances play a significant factor in many students ability to stay in school. The availability of additional need based aid would assist in retaining many more students in school and, therefore, enabling Morgan to further increase its retention and graduation rates.

Morgan State University's community college transfer graduation rate for the 1995 cohort has made a significant rebound from the 1994 cohort, increasing from 25 percent to 36 percent. Furthermore, the rate at which Morgan State University's undergraduate graduates continue on to graduate or professional schools remains high. Lastly, Morgan State students who have taken the National Teachers Examination continue to pass it 100 percent of the time.

Access

As indicated by Morgan State's focus on servicing students of varying academic preparedness and increasing the level of educational attainment of African-Americans, the ability to provide greater access to its quality educational programs is a central ingredient to the University's success.

While the cost for students to attend Morgan State University continues to increase, the University's cost position, relative to Maryland's four-year public institutions, remains competitive within the State. Furthermore, the proportion of Morgan State undergraduate students who are Maryland residents continues to steadily increase and has, for the first-time in recent history, reached 63 percent in FY 2000. Improvement in the area is attributable to a combination of factors, the first being the fact that, due to a number of programmatic and capital enhancements, the University is becoming progressively more attractive to the Maryland citizenry. At the same time, out-of state enrollment has remained relatively constant due to very high out-of-state tuition rates and a shortage of on-campus housing.

Although Morgan continues to provide higher education access to an increasing population, access and/or retention is severely curtailed due to the financial challenges of the population it serves. This is evident when considering 49 percent of African-American families with children ages 18-24 have a family income below $25,000 per annum.

Diversity for the most part, Morgan State University's diversity indicators have either remained stable or have shown modest improvement. Morgan continues to have a much more diverse student body at the graduate level that at the undergraduate level. As a historically black institution, it continues to be the institution of choice for the children, grandchildren and friends of alumni in addition to being increasingly attractive to the general population as popular programs are developed and facility improvements come to fruition. Morgan strives to continue to obtain capital and operating support to provide facilities and programs that will be in demand by students of all races. As such, the University intends to further diversify its student body through initiatives like its Centers of Excellence (see page 18-19) and continuing the revitalization of its physical plant. Further, continued development of its existing graduate programs and the implementation of a select group of new programs, most of which would not be offered on any other campus, will assist in attracting a more diverse group of students similar to the 60s and 70s. In time, the campus expects diversity to increase at the undergraduate level as well due to the familiarity area residents gain with the campus as a result of its graduate programs and due to the general prestige associated with having a significant doctoral mission.

Efficiency/Allocation of Resources

Morgan State University continues to enhance the efficiency of its operations. In FY 1999, the percentage of lower division student credit hours generated by Morgan's core faculty increased slightly to 61 percent. In addition, the number of tenure/tenure track faculty continues its steady decline, for the first time, passing the University's benchmark of 65 percent. Morgan State's dependency on contractual faculty is also diminishing. The percentage of contractual faculty at Morgan State University has been reduced from 30 percent in FY 1996 to 22.6 percent in FY 2000. Furthermore, while still well below its target, the University continues to concentrate on increasing the effectiveness of its fundraising and endowment operations.

RESPONSE TO SPECIFIC ISSUES (EXPLANATION REQUIRED)

Dollars of Endowment Value (Indicator 26)

Morgan State University's target of $6 million was set in anticipation of securing the necessary funding to rapidly grow its endowment. Regrettably, the necessary capital needed to reach the $6 million mark has not materialized. Morgan State University was a finalist in the competition for a major Kresge Foundation grant to support the campus' fundraising infrastructure, but was not selected. All five (5) campuses selected were private historically black institutions.

Despite this setback, Morgan State University's endowment continues to grow. While not yet at the level Morgan desires, the University's endowment value has increased by 75 percent since FY 1995. Morgan State University believes its goal of a $6 million endowment is attainable, but the timing in regards to reaching that objective is entirely dependant on the establishment of an appropriate fundraising infrastructure. Unfortunately, competition for the finite resources of the University is fierce, and developing this infrastructure must be balanced by the need to address the many critical short-term goals of the University. Morgan State University will continue to pursue the resources necessary to build its fundraising capacity.

MORGAN STATE UNIVERSITY

QUALITY

Indicator		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	89%	91%	92%	100%	85%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996	Fall 1997	Fall 1997	Fall 1998	FALL 2001 BENCHMARK
	Professor	80%	80%	86%	85%	90%
	Associate Professor	80%	80%	89%	88%	90%
	Assistant Professor	80%	80%	89%	88%	90%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	91%	95%	96%	100%	95%

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort BENCHMARK
4	Second year retention rates	76%	74%	76%	73%	80%
5	Licensure exam passing rate Exam name	Spring 1996	Spring 1997	Spring 1998	Spring 1999	2001 BENCHMARK
	National Teachers Examination	100%	100%	100%	100%	100%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
6	Graduate/professional sch going rate	45%	36%	52%	56%	35%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
7	Six year graduation rate	33%	37%	39%	40%	40%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort BENCHMARK
8	Graduation rate of CC transfers	43%	28%	25%	36%	45%

ACCESS

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
9	Annual tuition and required fees for full-time resident undergraduates	$3,411	$3,706	$3,873	$4,388	$4,200
		Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 2000 BENCHMARK
10	# of off-campus credit enrollments	DNA	DNA	DNA	DNA	DNA
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% FT undergraduates who are MD residents	58%	58%	60%	63%	70%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
12	% graduate/professional students who are MD residents	70%	67%	67%	67%	65%

MORGAN STATE UNIVERSITY

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total undergraduate enrollment	95%	95%	95%	94%	85%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total undergraduate enrollment	96%	96%	96%	95%	86%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am graduate/professional students	76%	80%	80%	78%	70%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% of all minorities of total graduate/professional enrollment	80%	83%	82%	80%	75%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time tenure/tenure track faculty	63%	64%	65%	64%	65%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time tenure/tenure track faculty	35%	36%	35%	40%	35%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
19	% Afr-Am full-time executive/managerial	86%	85%	88%	88%	86%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
20	% women full-time executive/managerial	33%	31%	41%	40%	40%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
21	Six-year graduation rate of Afr-Am	33%	37%	40%	41%	40%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
22	Six-year graduation rate of all minorities	33%	37%	40%	41%	40%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
23	% of LD SCH generated by core faculty	55%	53%	60%	61%	70%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
24	% tenure/tenure track faculty teaching standard load	67%	72%	71%	63%	65%
		FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
25	$ in private giving	$2,232,339	$2,000,481	$2,300,000	$2,000,000	$6,000,000
		FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
26	$ endowment value	$2,528,161	$2,549,531	$2,700,000	$2,900,000	$6,000,000

INSTITUTION SPECIFIC

		FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
28	% of FTE Faculty who are Contractual	29.2%	27.7%	24.5%	22.6%	20.0%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
29	% full-time faculty with terminal degree	77.0%	75.0%	76.0%	77.0%	80.0%

ST. MARYS COLLEGE OF MARYLAND

MISSION

Designated a public honors college, St. Mary's College of Maryland seeks to provide an excellent undergraduate liberal arts education and small-college experience of the sort more commonly associated with outstanding private institutions: a faculty of gifted teachers and distinguished scholars, a talented and diverse student body, high academic standards, a challenging curriculum rooted in the traditional liberal arts, small classes, many opportunities for intellectual enrichment, and a spirit of community.

SIGNIFICANT TRENDS

Recent financial trends portray an institution continuing to accept responsibility for developing the resources needed for continued improvement of its academic programs and to meet its goals. The College's current fund unrestricted revenue increased by 28.4% from $25.3 million in FY95 to $32.5 million in FY99. Consistent with the plan announced to students and prospective students in FY92, much of the increased revenue has been generated by the tuition and fees category. Tuition and fee revenue has increased by 54.7%, from $7.2 million in FY95 to $11.1 million in FY99. By contrast, the state general fund grant has increased by only 13.3%, from $11.0 million to $12.5 million, during this same period.

A continuing emphasis on building the academic quality of the institution resulted in a 29.0% increase in unrestricted expenditures for the instruction program, from $8.3 million in FY95 to $10.7 million in FY99. This program alone accounted for 33.4% of the total increased expenditures from FY95-FY99. Primarily these expenditures were invested in developing a larger pool of highly-talented full-time faculty. In FY95, 97% of our 87 core faculty had earned a Ph.D. or other terminal degree. By FY99, 98% of our 102 core faculty carried that distinction. To maintain accessibility while increasing tuition, the College increased its self-funded scholarship expenditures by $0.3 million -- from $0.9 million in FY95 to $1.2 million in FY99.

Despite decreasing the emphasis on state funding as a percentage of the College's budget, by all measures the College has continued to thrive. Full-time equivalent (FTE) enrollment of a diverse and talented student population increased from 1483 in FY94 to 1662 in FY99; average total SAT scores of entering freshmen were maintained at the highest level of any state institution during this period; we have a stronger faculty complement contributing to a student-to-faculty ratio of 12.7 to 1; four-year graduation rates approach 60%; and more than 90% of our graduates report that they are satisfied with the education they received at St. Mary's. Finally, the College is fortunate to have a knowledgeable, energetic, and proactive Board of Trustees.

Biology continues to be the most popular course of study with 13.3% of declared majors in the Fall of 1999. Biology, economics, and psychology continue to be our most heavily

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enrolled programs, together comprising 41% of the degrees awarded in 1999. Close interaction with faculty, a hallmark of the St. Mary's education, was demonstrated by over half (54%) of our Spring '99 graduates having enrolled for independent study, directed research, and other one-on-one study experiences while at St. Mary's.

INSTITUTIONAL ASSESSMENT

The performance indicators presented in this report are generally consistent with the indicators presented last year, this indicating progress toward achieving, or maintaining, the performance levels set by the benchmarks. These "consistent" indicators will be noted below. In addition, some indicators have changed by 10% or more, and these will also be described below.

Indicators increasing 10% or more:

Indicator #1 (Student satisfaction with job preparation) increased by 12%, from 84% for the follow-up survey of our 1996 graduates to 96% for the follow-up survey of our 1997 graduates. The most recent figure, 96%, exceeds, by far, the benchmark of 85% set for 1999.

Indicator #26 (endowment value) increased from $19,103,119 in FY98 to $22,402,651 in FY99. This increase of $3,299,532, or 17.3%, places us well above the FY02 benchmark of $14,963,621.

Indicators maintained at previous level:

For many of the accountability indicators, the challenge is to maintain the high levels of quality and performance that have already been achieved at St. Mary's College. Changes of less than 10% were obtained for each of the following indicators: #2 (Average faculty salary by rank vs. peers), #3 (Student satisfaction: grad / prof sch preparation), #4 (Second year retention rates), #6 (Graduate / professional sch going rate), #7 (Six year graduation rate), #8 (Graduation rate of CC transfers), #9 (Annual tuition and required fees for full-time resident undergraduates), #11 (% FT undergraduates who are MD residents), #13 (% Afr-Am total undergraduate enrollment), #14 (% all minorities of total undergraduate enrollment), #17 (% Afr-Am full-time tenure / tenure track faculty), #18 (% women full-time tenure / tenure track faculty), #19 (% Afr-Am full-time executive / managerial), #20 (% women full-time executive / managerial), #21 (Six-year graduation rate of Afr-Am), #22 (Six-year graduation rate of all minorities), #23 (% of LD SCH generated by core faculty), #24 (% tenure / tenure track faculty teaching at least the standard load), and #25 ($ in private giving).

RESPONSE TO SPECIFIC ISSUES (EXPLANATION REQUIRED)

None of the indicators were "flagged" by the Commission because of insufficient progress toward the benchmark.

ST. MARY'S COLLEGE OF MARYLAND

QUALITY

Indicator						
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	88%	76%	84%	96%	85%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
	Professor	90%	90%	90%	88%	90%
	Associate Professor	92%	92%	91%	90%	90%
	Assistant Professor	80%	78%	76%	74%	85%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	100%	98%	93%	100%	95%

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort BENCHMARK
4	Second year retention rates	91%	92%	90%	88%	90%
5	Licensure exam passing rate					
	Exam name	INSERT YEAR	INSERT YEAR	INSERT YEAR	INSERT YEAR	2001 BENCHMARK
	NA	NA	NA	NA	NA	NA
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
6	Graduate/professional sch going rate	26%	26%	36%	37%	30%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
7	Six year graduation rate	81%	81%	77%	77%	80%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort BENCHMARK
8	Graduation rate of CC transfers	56%	57%	70%	64%	70%

ACCESS

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
9	Annual tuition and required fees for full-time resident undergraduates	$6,575	$6,875	$7,175	$7,360	$8,075
		Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 2000 BENCHMARK
10	# of off-campus credit enrollments					
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
11	% FT undergraduates who are MD residents	83%	83%	82%	83%	80%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
12	% graduate/professional students who are MD residents	N/A	N/A	N/A	N/A	N/A

ST. MARY'S COLLEGE OF MARYLAND

DIVERSITY

Indicator		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
13	% Afr-Am total undergraduate enrollment	9%	9%	9%	10%	10%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% all minorities of total undergraduate enrollment	15%	15%	16%	17%	16%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% Afr-Am graduate/professional students	N/A	N/A	N/A	N/A	N/A
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% of all minorities of total graduate/professional enrollment	N/A	N/A	N/A	N/A	N/A
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% Afr-Am full-time tenure/tenure track faculty	7%	7%	9%	9%	10%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% women full-time tenure/tenure track faculty	37%	37%	40%	41%	40%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
19	% Afr-Am full-time executive/managerial	7%	5%	13%	10%	9%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
20	% women full-time executive/managerial	44%	45%	44%	40%	40%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
21	Six-year graduation rate of Afr-Am	87%	71%	71%	72%	70%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
22	Six-year graduation rate of all minorities	83%	74%	71%	74%	79%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
23	% of LD SCH generated by core faculty	71%	66%	71%	77%	70%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
24	% tenure/tenure track faculty teaching at least the standard load	64%	75%	76%	80%	65%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
25	$ in private giving	$843,692	$3,838,857	$3,459,753	$3,746,084	$2,000,000
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
26	$ endowment value	$7,463,621	$12,469,221	$19,103,119	$22,402,651	$14,963,621

RESEARCH INSTITUTIONS

FOUR-YEAR PUBLIC

UNIVERSITY OF MARYLAND, BALTIMORE

MISSION

The University of Maryland, Baltimore (UMB) is the State's public academic health and law university devoted to professional and graduate education, research, patient care, and public service. Using state-of-the-art technological support, UMB educates leaders in health care delivery, biomedical science, social services and law. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, the campus fosters economic development in the State. UMB is committed to ensuring that the knowledge it generates provides maximum benefit to society, directly enhancing the community.

SIGNIFICANT TRENDS

UMB is largely funded by entrepreneurial activity, particularly sponsored research and patient care. Because of its mission and funding sources UMB faces unique challenges and opportunities.

Students: Enrollment in Fall 1999 was 5,553 including 2,341 graduate students; 2,459 first professional students; and 753 undergraduate students. Most campus students are full time (71%), 69% are women, and 32% are minorities. Marylanders constitute 73% of enrolled students. Students come from 45 other states, the District of Columbia, and many foreign countries.

Employees: The total employee population was 5,153 in Fall 1999; 3,885 full-time and 1,268 part-time. The total number of faculty was 1,621. The School of Medicine had the largest number of employees (over 2,600). Over 64% of campus employees reside in Baltimore City and Baltimore County.

Degree Programs: The campus offers 42 graduate, 3 undergraduate, and 4 professional degree programs. Degrees awarded for FY 99: first professional - 617; master's - 702; baccalaureate - 385; doctorate - 61.

FY 2000 Sources and Uses of Funds

State Funds	$127,343,940 (28%)
Govt. Grants/ Contracts	$153,140,265 (33%)
Tuition and Fees	$44,353,771 (10%)
Hospital Contracts	$30,698,724 (7%)
Physician/Dental Service Plan	$72,300,414 (16%)
Auxiliary Enterprises & Other	$25,259,862 (6%)
TOTAL	$453,096,976 (100%)

Student Financial Aid: Financial Aid Awards totaled $55,566,122 in FY 99, and the average total award per student was $13,011.

Physical Plant: The campus is located in downtown Baltimore on 24.4 acres, with 54 buildings and 4,992,155 gross square feet. Student housing is limited to under 300 units, but rental housing is available in the surrounding communities.

Research: The total for grant and contract awards in FY 99 was $165,297,728, an increase of 11.9% over the preceding year. The number of awards for FY 99 reached 1,325.

Library: The Health Sciences and Human Services Library contains 338,477 bound volumes and over 2,300 periodicals. The Thurgood Marshall Law Library contains 272,980 bound volumes and subscribes to over 4,100 periodicals in addition to several electronic subscriptions.

INSTITUTIONAL ASSESSMENT

UMB's overarching goal is that all of its schools and programs are ranked among the very best in the nation. UMB is a major economic engine for Baltimore City and the State of Maryland. According to an independent study completed in January 2000, UMB generates nearly $11 of economic activity for every $1 of State investment. Tens of thousands of Marylanders receive medical, dental and nursing care, drug and health information, and legal and social work services from UMB.

GOAL 1: Continue to evolve and maintain competitive edge as a center of excellence in professional, graduate, and continuing education in the life and health sciences, law, and social work.

Overall performance: UMB ranks sixth among dental schools in NIH funding and 9th among public medical schools in total extramural funding. Nursing, pharmacy, and several law programs are top ten ranked, and social work ranked in the top 25 by US News and World Report. According to the latest data available from the AAMC annual reports (1997-1998), the School of Medicine ranked 9th among 74 public medical schools in total research funding, and 25th among all 125 medical schools. The clinical faculty ranked 6th in clinical research funding per faculty member in public medical schools, and 13th in all medical schools. Susan Hadary and William Whiteford, staff at the School of Medicine, won an Oscar from the Academy of Motion Picture Arts and Sciences for best short documentary for their film "King Gimp." They produce institutional and training films and videos for the University. The School of Law is ranked among the top 5 schools in the country in two of its specialties, environmental law and law and health care, and is among the top 10 in clinical law. The curriculum innovations adopted by the Pharmacy School have become incorporated into the new "Standards 2000" of the American Council on Pharmaceutical Education. The Dental School had more 1000 applicants for 96 spaces in the DDS program. Entering average GPA (3.3) and DAT scores continued the upward trend. The School of Social Work graduates' pass rate on the licensing exam remains well above 90%. This year's alumni survey shows that graduates feel well-prepared for professional employment and have no difficulty finding jobs. The School of Nursing was ranked 10th nationally by U.S. News and World Report, and five graduate specialties were ranked in the top ten nationally; Adult Nurse Practitioner,6th, Gerontology, 6th, Psychiatric-Mental Health, 6th, Administration, 5th, and Community Health, 6th.

GOAL 2: Conduct recognized research and scholarship in the life and health sciences, law and social work that fosters social and economic development.

Overall Performance: In FY 1999 UMB faculty garnered over $165 million in extramural contract and grant awards, a 13 percent increase over FY 1998. According to an independent study completed in January, 2000, every dollar of State funds invested in UMB generated over $11 in economic activity. During the last decade, the School of Medicine's funded research tripled. In FY 99, research funding reached $138 million with 288 projects sponsored by the NIH. The School currently has 7 NIH training grants, the most at any public institution.

Significant awards to the School of Medicine include: $24 million over six years from Norvartis Pharma AG, to develop new treatments for schizophrenia at the Maryland Psychiatric Research Center. A prestigious planning grant from the National Cancer Institute (NCI) to further strengthen its research and clinical activities.

Goal 3: $7.8 million NIH grant to fund new research into alternative treatments for pain, including acupuncture, mind/body therapies, and herbal remedies.

For FY 99, the UM Dental School ranked 6th among all dental schools in research support received from the National Institutes of Health. The Dental School's external funds for sponsored programs in FY 99 reached nearly $6 million and has tripled since the 1990's.

Extramural funding continues to increase for the School of Pharmacy, exceeding $8.2 million in FY 2000. In addition to basic drug research and development, research in the School focuses on drug delivery and the treatment of cancers, the epidemiology of psychotropic and other drug use in pregnant women, children, and high risk populations, and policy issues in Medicare and Medical Assistance prescription drug coverage. During the 1999-2000 academic year, the School of Law held several academic conferences including Community Oriented Lawyering, Guns as a Consumer Products, and Individual Rights vs. Community Voice. This year, the Law School's Journal of Health Care Law & Policy, produced two volumes relevant to the social and economic development of the State and region. The School of Nursing has received approximately $4.9 million in active research and training grants and contracts during the past year. With its new Office of Research, the School saw a 33% increase in the number of grant submissions. Demonstrate responsiveness to the State's critical need for health and human services professionals by increasing access to professional careers.

Overall Performance: UMB alumni constitute the majority of physicians, nurses, dentists, pharmacists and social workers practicing in Maryland and a plurality of its attorneys. The campus engages in a variety of outreach and other programs to attract students to these careers. UMB participates in 26 dual degree programs on campus and with other institutions, in addition to cooperative research projects and inter-institutional faculty appointments. The Maryland Area Health Education Center (AHEC) program expands access toquality health care for Maryland's rural Eastern Shore and Western Maryland, including a $1 million federal grant to expand the AHEC in Cambridge, Maryland. The program encourages new doctors to locate and practice medicine in underserved rural areas. Medicine's Department of Medical Research and Technology received four national training grants to increase underrepresented minorities in the allied health professions as well as to provide rapid transition training to ease the shortages of laboratory personnel.

Community Law in Action, a program of the School of Law, teaches Baltimore high school students about the law and issues of professional responsibility. This program gives students the skills to make substantial quality of life changes and opens a path for inner-city youth to move on to college and ultimately a professional career.

The Dental School in 1999 enrolled more African-America dental students than any other dental school in the U.S. besides Meharry Medical College and Howard University.

The School of Pharmacy took steps to meet the shortage of practicingpharmacists in the State of Maryland by increasing the size of the Fall 2000 incoming class by 15%. The School's pioneering Nontraditional Pharm.D. Pathway currently enrolls over150 pharmacists who are employed full-time and hold a baccalaureate degree.

Continued recruitment of students from underrepresented groups has boosted diversity in the Pharm.D. program. Maryland's program enrolls and graduates the largest proportion of African-American students of any non-historically-black school of pharmacy in the country.

The School of Social Work recently initiated the first dual degree program between the University of Maryland and Johns Hopkins University (JHU), a collaboration with the JHU School of Hygiene and Public Health, leading to the MSW/MPH degree. In addition, the School of Social Work is starting to offer the first year of the MSW program at a new site, the University of Maryland University College in Charles County.

In response to a severe shortage of qualified nurses, the School of Nursing continues its commitment to provide access to nursing education by expanding its outreach sites and distance learning opportunities for students in Western Maryland, Southern Maryland, the Eastern Shore and at the University System of Maryland Shady Grove Center.

The School of Nursing is addressing the need for nursing professionals in medically underserved areas across the State through nurse-managed primary care centers, school-based health centers and the Governor's Wellmobiles.

GOAL 4. Increase fundraising to deliver programs more effectively and encourage entrepreneurial activities to foster economic development in the State.

Overall Performance: Through May 2000 the UMB capital campaign had raised $141,834,456 or 82% of its $173 million goal. The Campaign is scheduled to conclude in June 2002. The School of Medicine's goal for the "New Century Medicine" campaign is $65 million. To date, $60 million or 92% has been raised. Through the third quarter of FY 2000, the Dental School reached 140% of its annual fundraising goal in the current USM capital campaign. Spurred on by a $1 million anonymous gift and an $840,000 bequest, the School of Pharmacy is well on its way to meeting its $6 million capital campaign goal

The School of Law surpassed its goal of $8 million in private fundraising for the new Law School building. By the end of 2000, the school will have achieved more than 80% of its $18 million goal for the University System of Maryland Campaign. In addition, the School of Law raised over $800,000 to be used for scholarships and loan forgiveness to increase opportunities for graduates who wish to pursue positions in public interest law and community development.

Social Work's fundraising activities for the new Law/Social Work building are nearing completion. This additional space will enable the School to compete for more research dollars, increase the number of research-related employees, and provide new space for the Ph.D. program.

The School of Nursing is completing the fifth year of its first major fundraising campaign. To date, the School has reached 80% of its goal, raising over $5.6 million of its $7 million goal.

GOAL 5 Provide information technology and management infrastructure to increase efficiency, improve accountability, and respond to the fiscal pressures in the health care industry.

Overall Performance: In FY 2000 UMB developed a comprehensive information technology plan. The planning process, which was campus-wide, identified significant needs for enhanced investment in information infrastructure and personnel. These are being addressed through the budget process The School of Medicine has implemented a state-of-art IT within its buildings, allowing rapid transmission of voice, data and video. The School of Medicine has implemented Mission-Based Management, thereby providing a comprehensive financial and activity accountability system.

The School of Law reconstructed its website, incorporated computer-based learning into courses, and put the applications process online.

The use of IT in the School of Pharmacy continues to increase as more faculty adopt computer-based and Internet-supported teaching methodologies.

The Dental School is developing an activity-based costing analysis to inform decisions about improvements for cost-efficiency.

The School of Social Work offered its first web-based course this year. Psychopathology was taught via recorded instruction modules and asynchronous chat rooms. Distance education was employed to the Eastern Shore program housed at Salisbury State University.

The School of Nursing is the largest user of compressed interactive video in the USM. Over 70 classes in this format were offered at regional centers including Cumberland, Easton, Hagerstown, Shady Grove, and Charles County.

Goal 6 Provide public service to citizens in all sectors and geographic regions of Maryland.

Overall Performance: Since UMB trains health and human services professionals, virtually all programs require significant amounts of community service as a part of the curriculum. Faculty, staff and students provide about 2 million hours of public service annually to the citizens of Baltimore and the State in areas such as health services to the homeless, school health and mental health projects, drug and other substance abuse counseling, and legal and social work services especially for those in need.

Some Specifics

The School of Medicine's health education and culturally sensitive outreach programs are provided to underserved communities throughout the State. An emphasis is placed on residents in West Baltimore and rural areas. Cancer, infant mortality, and other chronic diseases are the primary topics.

The Dental School provides oral health care services to citizens of Maryland in its teaching clinics. These services include approximately 100,000 patient visits involving more than 25,000 patients annually, about 20% of them children.

The School of Pharmacy operates a program to train community residents to help their neighbors manage chronic disease successfully and economically.

Through its nationally ranked Clinical Law Program, the School of Law serves many of the unmet legal needs of citizens of the State on a variety of issues.

The School of Social Work continues to provide service to the citizens of Maryland and neighboring states through its student internships as well as through the Social Work Community Outreach Service (SWCOS). Social Work students provide almost 500,000 hours of social work services to the region every year.

A network of 14 school-based health centers across the State (in Baltimore City, Baltimore, Caroline, Dorchester, and Harford counties) provides accessible and high quality primary care services to children in K-12 schools in an effort to help children stay healthy and ready to learn

RESPONSE TO SPECIFIC ISSUES (EXPLANATION REQUIRED)

In general, and as described in more detail in other sections, UMB is making good progress toward achieving the benchmarks that have been established for this institution. However MHEC staff identified five areas where further explanation is required and two areas where problems need correcting. These are addressed below:

Indicator 4 - National Ranking of Schools

MHEC staff expressed concern about the benchmark that the School of Law be ranked in the top five by US News and World Report in at least three of its programs, and noted that in past years the School had ranked in the top ten, but not in the top five. In fact in FY 2000, the School of Law did have three clinical programs ranked 4th, 5th and 6th respectively by US News and World Report. We agree, however, with MHEC staff and would revise the benchmark to read "at least three of its programs ranked among the top five public law schools".

We would similarly use "top five public by US News and World Report" for the School of Nursing and "top twenty public" for the School of Social Work using that same source.

The School of Medicine seeks to clarify its benchmark to read "among the top ten public medical schools in total sponsored research funding as ranked by the American Association of Medical Colleges (AAMC)."

Because of difficulty in obtaining data, in earlier years we did not provided an indicator for the Dental School. The NIH is now making available its funding records for dental schools. We will use the benchmark "among top five public schools in NIH funding."

Indicator 8 - Undergraduate Headcount Enrollment
The MHEC staff expressed concern that the FY 2009 benchmark for undergraduate enrollment of 1024 may be too ambitious, given that undergraduate enrollment at UMB has been essentially flat. This ten-year projection is based primarily on anticipated enrollment in the undergraduate nursing program, and is line both with Regents' priorities to meet the nursing shortage and the UMB strategic plan. We recognize the challenge before us.

Indicator 14 - Number of US Patents Awarded
The MHEC staff indicated that the benchmark for FY 2001 of 20 may be too ambitious. In fact in FY 2000 we will exceed that benchmark, so we do not request any revision.

Indicator 23 - Dollars Awarded to Campus from Corporate Sources
The staff expressed concern that the FY 2001 benchmark of $40 million may be too ambitious, given reported attainment in FY 99 of $25 million. In fact there was an error in what we reported. Our actual FY 99 attainment was $37 million. We apologize for the numerical error. We will exceed the $40 million benchmark in FY 2000, and therefore do not request any revision.

Number of Distance Education Coursed Offered

We agree with the staff that a stated benchmark of 140 may be too ambitious. We are lowering this to 118.

Problems Requiring Correction

In the past, UMB failed to provide numerical benchmarks for the following indicators:

Indicator 7 -- Annual Tuition and Required Fees
The campus will use the target rate of increase that is included in the Regents' tuition plan, namely 4%.

Indicator 12 - Licensure Exam Passing Rate
UMB had not provided a target rate for passage on the Law exam. The School of Law notes that there is no national examination, that the relevant examination is the Maryland Bar, and that not all graduates choose to take this bar exam. The School will use "70% on first attempt" as the benchmark passage rate.

The School of Medicine seeks the opportunity to clarify exam passage rates. Passage of the first medical school licensure exam is required for the students to proceed to complete their undergraduate medical training; thus 100 percent of the medical graduates ultimately pass this exam. The rate given is for passage on the first attempt.

UNIVERSITY OF MARYLAND BALTIMORE

QUALITY

Indicator		1991 Follow-up Survey	1993 Follow-up Survey	1998 Follow-up Survey	1999 Follow-up Survey	2000 BENCHMARK
1	Student satisfaction with schools- Undergraduate	N/A	95%	91%	95%	90%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
2	Dollars Awarded in Grants and Contracts	$122M	$138M	$146M	$165M	$170M
3	Awarded Research Grants - See Notes	84%	86%	91%	94%	80%
4	National Rankings of Schools - See Notes	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
	School of Dentistry	NRTY	NRTY	NRTY	NRTY	OF PUBLICS
	School of Law	TOP 10	TOP 10	TOP 10	TOP 10	OF PUBLICS
	School of Medicine	24TH	TOP 20	TOP 20	TOP 10	OF PUBLICS
	School of Nursing	6TH	NRTY	6TH	6TH	PUBLICS
	School of Pharmacy	N/R	7TH	7TH	7TH	AMONG TOP 5
	School of Social Work	NRTY	21ST	NRTY	25TH	AMONG TOP 20
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
5	# of books and refereed articles published		5.1	5.4	5.7	5.0
6	Salary Data (Percentile rankings by school)					
	School of Dentistry (Basic Sciences)	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
	Professor	67TH	66TH	65TH	67TH	85TH
	Associate Professor	73RD	76TH	70TH	72ND	85TH
	Assistant Professor	74TH	X	x	62ND	85TH
	School of Dentistry (Clinical Sciences)	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
	Professor	68TH	71ST	62ND	68TH	85TH
	Associate Professor	68TH	71ST	67TH	67TH	85TH
	Assistant Professor	73RD	75TH	73RD	73RD	85TH
	School of Law	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
	Professor	76TH	70TH	70TH	64TH	85TH
	Associate Professor	81ST	74TH	75TH	73RD	85TH
	Assistant Professor	82ND	87TH	82TH	71ST	85TH
	School of Medicine (Basic Sciences)	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
	Professor	53RD	70TH	79TH	73RD	85TH
	Associate Professor	88TH	59TH	76TH	73RD	85TH
	Assistant Professor	47TH	27TH	44TH	69TH	85TH
	School of Medicine (Clinical Sciences)	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
	Professor	34TH	75TH	66TH	64TH	85TH
	Associate Professor	56TH	46TH	40TH	60TH	85TH
	Assistant Professor	44TH	37TH	50TH	62ND	85TH
	School of Nursing	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
	Professor	72ND	69TH	68TH	77TH	85TH
	Associate Professor	71ST	71ST	79TH	95TH	85TH
	Assistant Professor	70TH	71ST	78TH	89TH	85TH
	School of Pharmacy (Pharmacy Practice)	FY 1997	FY 1998	FY 1999	FY 2000	BENCHMARK
	Professor	68TH	76TH	77TH	74TH	Average of
	Associate Professor	81ST	80TH	77TH	80TH	85TH
	Assistant Professor	80TH	83RD	83TH	82ND	85TH
	School of Pharmacy (Other Faculty)	FY1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
	Professor	72ND	66TH	63TH	59TH	85TH
	Associate Professor	74TH	73RD	76TH	79TH	85TH
	Assistant Professor	74TH	70TH	74TH	72TH	85TH
	School of Social Work	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
	Professor	70TH	71ST	62ND	68TH	85TH
	Associate Professor	79TH	91ST	80TH	81ST	85TH
	Assistant Professor	80TH	78TH	75TH	77TH	85TH

N/R - SIGNIFIES NOT-RANKED

* THE DENTAL SCHOOL BENCHMARK IS "AMONG TOP FIVE PUBLIC SCHOOLS IN NIH FUNDING

*Rank among Top 5 in at least 3 of its programs among public institutions

UNIVERSITY OF MARYLAND BALTIMORE

ACCESS

	Annual Tuition and Required Fees	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002 BENCHMARK
	School of Dentistry	$10,251	$10,624	$11,043	$11,416	$11,781
	School of Law	$8,394	$8,973	$9,404	$10,908	$11,258
	School of Medicine	$12,439	$12,890	$13,530	$13,978	$14,419
	School of Nursing	$4,413	$4,598	$4,807	$5,017	$5,190
	School of Pharmacy	$6,539	$6,970	$7,359	$7,760	$8,016
	School of Social Work	$5,173	$5,441	$5,757	$6,080	$6,284
				Projections		
7	Enrollment Numbers Including Projections	Fall 1998 FY 1999	Fall 1999 FY 2000	Fall 2008 FY 2009	Fall 2009 FY 2010	Fall 2008 FY 2009 BENCHMARK
8	Headcount Total	5,703	5,553	5,806	5,875	6,042
	Undergraduate	826	753	834	861	1,024
	Graduate/First Professional	4,877	4,800	4,972	5,014	5,018
	FTE	5,127	5,339	5,616	5,556	5,339
		FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
	Number of People Served through Continuing Ed. Programs	10,864	11,314	10,787	15,336	11,500
9	Percent of students receiving Financial Aid - See Notes	Fall 96	Fall 97	Fall 98	Fall 99	Fall 2001 BENCHMARK
	Undergraduate	36%	60%	56%	70%	60%
10	Graduate	29%	36%	45%	63%	35%
	First Professional	43%	61%	78%	78%	60%
		Fall 96	Fall 97	Fall 98	Fall 99	Fall 2001 BENCHMARK
11	Number and Type of Joint Academic and Interdisciplinary/Interprofessional Programs	29	32	35	26	35

EFFECTIVENESS

12	Licensure exam passing rate - See Notes	FY 96	FY 97	FY 98	FY 99	2002 BENCHMARK
	Law	78%	73%	69%	79%	70.0%
	Medicine (USMLE-1)	91%	95%	93%	92%	100%
	Medicine (USMLE-2)	96%	95%	93%	94%	100.0%
	Nursing (NCLEX-RN)	84%	89%	81%	93%	91%
	Pharmacy (NAPLEX)	100%	100%	100%	100%	100%
	Social Work (LCSW)	98%	98%	98%	98%	90%
13	Graduation Rates - See Notes	1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	1999 BENCHMARK
	School of Dentistry	88%	89%	87%	91%	90%
		1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	1999 BENCHMARK
	School of Law	80%	81%	80%	84%	80%
		1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	1999 BENCHMARK
	School of Medicine	97%	97%	98%	97%	97%
		1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	1999 BENCHMARK
	School of Nursing	88%	93%	92%	90%	90%
		1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	1999 BENCHMARK
	School of Pharmacy	91%	91%	90%	97%	90%
		1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	1999 BENCHMARK
	School of Social Work	99%	99%	*	98.0%	99%
		FY 96	FY 97	FY 98	FY 99	FY 2002 Benchmark
	Number of U.S. Patents Awarded	1	11	10	12	20
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
14	University Activities Related to Empower Balt	14	22	25	48	35

UNIVERSITY OF MARYLAND BALTIMORE

DIVERSITY

		Fall 96	Fall 97	Fall 98	Fall 99	Fall 2001
15	Percent of Full-Time, African-American Students	16%	15%	16%	16%	15%
	Percent of Full-Time Tenure/Tenure Track Faculty	Fall 96	Fall 97	Fall 98	Fall 99	Fall 2001
16	African-American	7%	6%	6%	7%	8%
17	Percent of Full-Time Tenure/Tenure Track Faculty	Fall 96	Fall 97	Fall 98	Fall 99	Fall 2001
	Women	27%	26%	27%	27%	30%
18	Percent, Full-Time Executive/Managerial Staff	Fall 96	Fall 97	Fall 98	Fall 99	Fall 2001
	African-American	10%	13%	15%	15%	10%
19	Percent, Full-Time Executive/Managerial Staff	Fall 96	Fall 97	Fall 98	Fall 99	Fall 2001
	Women	45%	49%	52%	50%	45%

EFFICIENCY

20		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
	Dollars in Private Giving	$14 6M	$19.9M	$19.5M	$19.5M	$25.8M
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
21	Percent of Alumni Donating	24%	24%	23%	17%	27%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
22	Dollars Awarded to Campus from Corporate Sources	$27M	$34M	$35M	$37	$40M
	Extent of Internet Access for	AY 1996-97	AY 1997-98	AY 1998-99	AY 1999-2000	AY 2000-01 BENCHMARK
23	Students	96%	100%	100%	100%	100%
24	Faculty	95%	97%	100%	100%	100%
	Staff	93%	95%	100%	100%	100%
	Use of Informatics, Distance Learning, and Computer Assisted Instruction	AY 1996-97	AY 1997-98	AY 1998-99	AY 1999-2000	AY 2000-01 BENCHMARK
	#of Different Distance Education Course Offered	61	110	94	125	118
25	# of Schools that offer Computer Assisted Instruction	5	5	5	6	6
	# of Schools that offer a course in computer technology	5	6	4	4	6

* Not available at the time

** SM + 5 - signifies state mean plus 5

* information not available at this time

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

MISSION

UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. Known for its outstanding faculty and cutting-edge research, UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

SIGNIFICANT TRENDS

UMBC continues to attract academically talented students from Maryland, from outside the State, and from 73 foreign countries. Freshman average SAT scores rose to 1172 this year, and the top quartiles mean SAT is 1344. The typical freshman was a member of the National Honor Society and the class contains hundreds of valedictorians and 4.0 students. The number of freshman students living on campus last fall was 857, a 33.7% increase over Fall 1996. This has been made possible by the generous support of the Erickson Foundation, which resulted in the addition of 255 beds in Fall 1999, to be matched in Fall 2000 by another 244. More than a third of the freshman class (34.6%) are minorities, a value close to the overall UMBC undergraduate rate of 35.6%.

Enrollment, retention and graduation of students can be tied to several factors. One of these is the availability, at both the undergraduate and graduate level, of programs that meet students' needs and prepare them for graduate and professional schools and for entry into the workforce. This year UMBC built on its new program initiatives of 1999 by developing minors in Chemistry and Astronomy; undergraduate majors in Cultural Anthropology, Statistics, and Financial Economics; post-baccalaureate certificates in Instructional Systems Development, Distance Education, Computer/Web Based Instruction, Computational/Thermal Fluid Dynamics, and Mechatronics. Six additional programs are awaiting MHEC approval, including PhD programs in Atmospheric Physics and Gerontology. Financial support for students is important for retention and also has a positive impact on graduation rates. The Honors College and the University's Scholars programs (Meyerhoff, Humanities, Artists, and Public Affairs) continue to thrive and provide not only financial support but also programmatic activities that foster the development of cohesive learning communities. Another factor that is related to institutional effectiveness is the percentage of students who are full-time. In Fall 1999, the percentage of full-time undergraduates rose to 79%, the highest value in several years, and the percentage of full-time graduate students rose to 44%. Both of these values are the highest they have been since 1996.

Building adequate faculty resources, particularly full-time tenure-track faculty, remains a challenge. Recruitment and retention of first-rate research faculty requires not only competitive salaries, but also support for the faculty in all facets of their work: teaching, research, and service. In 1998 UMBC established a Faculty Development Center along with a Faculty Development Steering Committee composed of faculty and academic administrators. During AY 1999-2000 the Center became operational, and the University launched a national search for a Center Director which culminated in the appointment of Dr. Jack Prostko, from Stanford University, to this important position.

This year UMBC has had multiple successes in garnering financial resources. The Campaign for UMBC has made great strides toward achieving its five-year, $50-million capital campaign goal to build endowment support for student scholarships, faculty research, endowed professorships, faculty and staff development, and other programmatic initiatives. Externally funded research awards have grown dramatically over the past few years, and recently culminated in a $75-million cooperative agreement from NASA-Goddard for the Goddard Earth Science and Technology Center.

Efficient and strategic allocation of the University's resources is also a high priority, and this year has witnessed an aggressive emphasis on linking long-range planning with the budgeting process. Building on the work of last year's Task Forces on Enrollment Management, Advisement, and Continuing Education, three new University Task Forces have examined UMBC as an Honors University, the Research Culture and Environment at UMBC, and Student Life at UMBC. The task forces' membership has involved a cross-section of faculty, staff, and administrators, and the chairs of the task forces have participated as part of a Planning Leadership Group. Shared governance has been extended to include two leaders of the Faculty Senate on the University's Budget Committee.

INSTITUTIONAL ASSESSMENT

The overall assessment of UMBC's progress towards achieving its benchmarks is positive. Because the University set very ambitious goals, achieving benchmarks in certain areas continues to be a significant challenge. Nevertheless, for many performance indicators, the University has already achieved its 2001 benchmarks.

Quality

Student satisfaction with undergraduate preparation for careers in the workforce and for entry into graduate and professional schools continues to be a source of pride for UMBC. Follow-up data from the Fall 1997 cohort (**Indicators #1 and #3**) reveal a 97% satisfaction rate on both measures, which meets or exceeds the established benchmarks.

UMBC continues to be successful in recruiting an outstanding faculty. Our faculty in recent years include National Science Foundation Young Investigators, DuPont Young

Professors, Fulbright Scholars, and Fellows with NASA, Congress, the National Endowment for the Humanities, and the Robert Wood Johnson, Mellon-Pew, and Getty Foundations. Also, this year, three of our six junior faculty in Chemistry received prestigious NSF Career Awards. Research expenditures are on the rise, and are approaching the AY 2000-2001 benchmark of $15.25 million (**Indicator #5**). Faculty productivity, as measured by books and refereed articles published (**Indicator #6**), has remained at 2.5 for the past two years, and, as has been noted by MHEC, falls short of the benchmark of 3.5.

Significant enhancements to faculty salaries have been based on several considerations: retention of outstanding faculty members, correction of significant salary inequities within academic departments, and reduction in salary compression that affects faculty with many years of service at the University. The cumulative effect of these longstanding and ongoing practices has been a gradual increase in the University's percentile ranking for faculty salaries. In Fall 1999, UMBC achieved the 80th, 76th, and 76th percentiles for Professors, Associate Professors, and Assistant Professors, respectively (**Indicator #2**). Although these rankings fall short of the targeted 85th percentile, there has been significant improvement, particularly in Associate Professors' salaries and thus a significant reduction in salary compression. However, serious issues arise in disciplines such as information technology that are in high demand and driven by industry competition.

Effectiveness

Indicators of institutional effectiveness are generally very strong, and UMBC has achieved its benchmarks for several of these performance indicators. The second year retention rate (**Indicator #7**) is 88%, the highest it has been since 1995. This year's pass rates on national licensure examinations (**Indicator #8**) are, with one exception, similar to last year's. The pass rate on the Actuary exam has dropped from 60% in 1995 to a low of 20% in 1999. Although there is no explanation for the drop in the rate, the Actuary exam is taken by a very small number of students: 9, 9, and 5 in that past three years repectively. Also, unlike other licensure exams, which reflect a student's achievement over an entire course of study in a major or certificate program, preparation for the actuarial exam is confined to a single course, MATH 370.

The six-year graduation rate for the 1993 freshman cohort is 60% (**Indicator #10**), an improvement over the past three years. The graduation rate for transfer students remains significantly lower than the benchmark, however. In a study conducted by UMBC's Office of Institutional Research, a systematic comparison of students who enrolled at UMBC as freshmen vs. transfer students revealed that transfer status was associated with lower graduation rates for students majoring in the sciences and engineering and students who were undecided about their major. There is also a higher percentage of part-time students among the transfers, a factor that bears a direct relationship to time-to-graduation. Increasing the graduation rates of all undergraduate students continues to be an important objective for the University, and further efforts to understand the dynamics of student enrollment, retention, and graduation are planned.

Access

The vast majority of UMBC students at both the undergraduate and the graduate level are Maryland Residents. In Fall 1999, Maryland residents constituted 87% of undergraduate enrollments (**Indicator #14**) and 81% of graduate enrollments (**Indicator #15**). The scholarship programs initiated at UMBC in the last several years, the Meyerhoff, Humanities, Artist, and Public Affairs Scholars, attract the most talented graduating high school students in the state and provide them with the financial support that fosters both retention and timely graduation. However, UMBC has also attracted a great deal of attention at a national level, and its reputation as an Honors University has drawn increasing applications and enrollments from outside of the state. Our successes in terms of quality and national reputation have resulted in a slight, but consistent, decline in the overall percentage of our students who are Maryland residents.

As noted in previous reports, many of UMBC's off-campus credit offerings represent contracts with organizations rather than full academic programs. The vagaries of companies' training decisions have resulted in extreme variability in off-campus credit enrollments. After a decline in off-campus enrollments from Fall 1995 through Fall 1997, the Fall 1998 data show a sharp reversal. Continuing initiatives that will help UMBC to achieve its Fall 2000 benchmark (**Indicator #13**) include: offering programs online (e.g., Instructional Systems Development, Information Systems); participation in Maryland Online; participation in statewide off-campus initiatives and centers (e.g., Shady Grove); and aggressive expansion of credit program partnerships with companies.

Diversity

UMBC has had notable success in recruiting, retaining, and graduating a diverse population of undergraduate students. The University's Meyerhoff program has been acclaimed as a national model of success in producing African-American scientists. Last year, UMBC ranked fourth nationally (tied with Yale) in the number of biochemistry degrees awarded, and three students from UMBC's 1999 graduating class are in the freshman class at Harvard Medical School, a number exceeded only by Harvard College. As a result of several strategies for recruiting minority graduate students, the University's percentage of African-American graduate students rose to 10% in 1999, demonstrating that the 10% Fall 2001 benchmark on **Indicator #18**, is attainable. The percentage of all minorities also rose, from 15% in 19998 to 17% in 1999, thereby achieving the Fall 2001 benchmark on **Indicator #19**. The six-year graduation rates of African-American and all minority students (**Indicators #24 and #25**) increased markedly to 60% for the 1993 cohort, attaining the University's benchmark for the 1995 cohort. This rate is equal to that for white students.

There have also been concerted efforts to maintain and increase representation of African-Americans and women among the faculty and among executive managerial staff and administrators. Numerical benchmarks for **Indicators #20-#23** have been set using the latest available (1997) IPEDS data for 26 public Research II Universities, with the goal of placing UMBC in the top 10% of these peer institutions.[1] From this perspective, in 1997, UMBC ranked 2nd in the percentage of African-American full-time tenure track faculty and 1st in the percentage of African-American full-time executive/ managerial staff. Over the past four years, the percentage of African-American faculty has remained nearly constant at just under 6%, and the University has had continuing success in recruiting faculty this year, with two new professorial appointments. The percentage of women faculty has increased slowly, but steadily, since 1998, and the Fall 2001 benchmark can be attained with a further increase of 0.5% per year. The percentage of executive/managerial staff fluctuates because of the small number of positions, but the University is close to its goal of 45% and has exceeded that percentage in recent years.

Efficiency/Allocation of Resources

This past year, UMBC made great strides toward achieving its five-year, $50-million capital-campaign goal. We have already raised $44 million (88% of our goal), including seven $1-million gifts supporting programs ranging from the sciences and engineering to the arts and community service. Private giving, which approached $11 million (**Indicator #28**), has exceeded the FY 2002 benchmark, as has the endowment (**Indicator #29**) at over $12 million.

The allocation of faculty resources continues to be a challenge. Since 1995, there is has been a 3.8% increase in the number of tenured and tenure-track faculty (320 vs. 332). Nevertheless, there are not enough core faculty to meet all of the demands of our undergraduate and graduate programs. In order to meet student course demand, it is still necessary to add sections each semester and to hire part-time and non-tenure track faculty to teach many lower-division courses. The average percentage of lower-division credit hours generated by core faculty since AY 1995-1996 (**Indicator #26**) is 33%, a value considerably below the benchmark of 45%.

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[1] Details of the rationale for the benchmarks on Indicators 20-23 are provided as an appendix.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

QUALITY

Indicator		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	95%	93%	93%	97%	>90%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
	Professor	69%	74%	80%	80%	85%
	Associate Professor	58%	52%	64%	76%	85%
	Assistant Professor	77%	78%	80%	76%	85%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	100%	96%	99%	97%	97%
		AY 1996-97	AY 1997-98	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	National faculty awards	0%	1%	1%	1%	2%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
5	Externally funded research expenditures	$10,735,108	$14,090,724	$11,632,262	$14,686,454	$15,251,082
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	# of books and refereed articles published by faculty	2.7	2.8	2.5	2.5	3.5

EFFECTIVENESS

Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
7	Second year retention rate	87%	85%	86%	88%	87%
8	Licensure exam passing rate	1995	1996	1997	1998	2001 BENCHMARK
	Social Work Associate Examination	100%	94%	90%	100%	100%
		1995	1996	FY 1998	FY 1999	2001 BENCHMARK
	Actuary Exam	60%	33%	22%	20%	65%
		FY 1997	FY 1998	FY 1999	FY 2000	2001 BENCHMARK
	NTE* - Communication Skills	97%	96%	100%	97%	100%
		FY 1997	FY 1998	FY 1999	FY 2000	2001 BENCHMARK
	NTE* - General Knowledge	97%	97%	100%	97%	100%
		FY 1997	FY 1998	FY 1999	FY 2000	BENCHMARK
	NTE* - Professional Knowledge	100%	97%	100%	100%	100%
		FY1996	FY 1997	FY 1998	FY 1999	2001 BENCHMARK
	NREMT-P* - Practical	97%	97%	94%	92%	95%
		FY1996	FY 1997	FY 1998	FY 1999	2001 BENCHMARK
	NREMT-P* - Written	100%	85%	91%	88%	95%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
9	Graduate/professional sch going rate	32%	30%	39%	35%	35%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 COHORT BENCHMARK
10	Six year graduation rate	58%	54%	57%	60%	62%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
11	Graduation rate of CC transfers	39%	39%	37%	46%	48%

* Exams: NTE - National Teacher Education; NREMT-P - National Registry of Emergency Medical Technician-Paramedic.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

ACCESS

Indicator						
12	Annual tuition and required fees for full-time resident undergraduate	FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
		$4,570	$4,846	$5,160	$5,490	$6,518
13	# of off-campus credit enrollments	Fall 1995	Fall 1996*	Fall 1997	Fall 1998	Fall 2000 BENCHMARK
		202	108	60	131	200
14	% FT undergraduates who are MD residents	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
		91%	89%	89%	87%	90%
15	% of graduate/professional students who are MD residents	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
		87%	86%	82%	81%	85%

DIVERSITY

Indicator						
16	% Afr-Am of total undergraduate enrollment	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
		16%	16%	16%	16%	18%
17	% all minorities of total undergraduate enrollment	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
		31%	33%	34%	36%	35%
18	% Afr-Am graduate/professional students	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
		7%	7%	7%	10%	10%
19	% all minorities of graduate/professional students	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
		15%	14%	15%	17%	17%
20	% full-time tenure/track Afr-Am faculty	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
		6%	6%	6%	6%	6%
21	% full-time tenure/track women	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
		24%	24%	26%	27%	28%
22	% Afr-Am full-time executive/managerial	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
		16%	17%	16%	16%	16%
23	% women full-time executive/managerial	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
		46%	49%	43%	43%	45%
24	Six-year graduation rate of Afr-Am	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
		55%	59%	53%	60%	60%
25	Six-year graduation rate of all minorities	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
		57%	52%	57%	60%	60%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
26	% of LD SCH generated by core faculty	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
		38%	40%	35%	33%	45%
27	% tenure/tenure track faculty teaching at least the standard load	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
		87%	88%	91%	89%	93%
28	$ in private giving	FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
		$7,216,759	$8,989,383	$10,899,080	$10,605,874	$9,200,036
29	$ endowment value	FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
		$3,644,868	$4,938,000	$8,751,639	$12,579,185	$10,000,000

*In Fall 1996, the Nursing program was transferred to UMAB.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

MISSION

As the State's comprehensive public research university, its original land grant institution, and the legislatively-mandated flagship institution of USM, the University of Maryland, College Park serves the citizens of the State through the three broad mission areas of research, teaching, and outreach. The University is the State's primary center for graduate study and research, and it is responsible for advancing knowledge through research, providing high quality undergraduate instruction across a broad spectrum of academic disciplines, and extending service to all regions of the State.

SIGNIFICANT TRENDS

The University continues to build on the remarkable momentum it has achieved over the past decade and has reaffirmed its commitment to excellence in a recently adopted strategic plan, Building on Excellence: The Next Steps. This Plan, which updates the 1996 Strategic Plan, is intended to serve as the University's official planning guide for the next five years and help direct allocation of resources and focus our efforts. The Plan sets forth an ambitious agenda of five initiatives and specific action steps to build on the University's strengths and continue its impressive drive toward academic distinction. It promotes a vision of excellence that is spread across the entire University and is based on outstanding faculty, talented and engaged students, and nationally-recognized programs. It encourages all units to extend our expertise to the larger community through partnerships with the industry, research enterprises, State and federal agencies in the region. It also calls for us to sustain our strength as a University that prizes diversity and to increase our efforts to build a more inclusive community.

The University continues to promote our strengths in undergraduate education with exciting results. Overall, the University of Maryland improved its ranking from 30 to 22 of the top 50 public universities in the Fall 1999 America's Best Colleges issue of U.S. News and World Report. Our undergraduate programs are attracting a larger percentage of Maryland's brightest students to the university, with a significant portion of the entering freshman class admitted into the nationally acclaimed Honors Program and the highly selective College Park Scholars program. Plans are underway to expand the opportunities in the coming years for students to have an enriched learning experience, with the goal of having the majority of our undergraduate students participating in programs that take advantage of the special strengths of a research university. In addition, the University continues its emphasis on improved advising, effective teaching practices that make use of up-to-date technology, and strategic availability and scheduling of required courses to improve the graduation rates of our undergraduate students. Our efforts to increase the number of students residing on campus should also help us improve the success rates of our undergraduate students.

An important part of the plan for achieving national eminence as a research university is the strategic recruitment of faculty of national caliber. This investment continues to pay dividends, with a growing number of our programs moving into the top ranks of programs nationally. For example, this year U.S. News and World Report ranked as number one in the country graduate programs in Counseling / Personnel Services and Chaos and Nonliner Dynamics. Emphasis continues on developing programs in the Biosciences and Technology. These efforts will strengthen the already important role we play as research community that can have a significant long term impact on the Maryland economy.

Another important trend has been the University's increasing success at attracting outside funding, with both the amount of sponsored research funding and private donations moving well above the original benchmarks. The recently-appointed vice president for research and the vice-president for university relations are spear-heading new initiatives to continue this momentum, and the new Maryland foundation has begun operation. We expect these efforts will push the university well beyond the benchmarks set for private giving and endowment value. Significant investments are also being made in research administration, which should allow us to better support the activities of our increasingly talented faculty. As a testimony to the quality of our faculty, sponsored research award activity continues at an impressive rate; the University posted $203 million in grant and contract expenditures in FY 99.

In FY 2000 the University took a number of important steps, of which we list four examples, to better serve the Maryland community. First, plans are underway to offer undergraduate day time programs at the Shady Grove facility in Montgomery County. Second, the Office of Continuing Education has adopted a single point of contact system (SPOC) that enhances our ability to serve summer visiting students and may be adopted to other processes in the future. Third, new corporate and government training initiatives have begun, and we will soon begin to offer an online program aimed at Biology teachers in Maryland. Fourth, the School of Education is working on programs with the departments in the arts and sciences to enhance the teacher education curriculum and help find innovative ways to address teacher shortages in areas of high need.

INSTITUTIONAL ASSESSMENT

The following subsections contain a review of the Indicators for the University of Maryland, College Park, under the categories defined by the Maryland Higher Education Commission (MHEC). The Indicators and related Benchmarks can be found in Section 4.

Indicators of Quality (Items 1-6). MHEC: providing the best possible educational programs and services and demanding the maintenance of high academic standards.

The University is well positioned to achieve its Quality Benchmarks. Quality at a research University begins with exceptional faculty. An increasing number of University of Maryland faculty are winning national recognition, and collectively our faculty have far surpassed our goals for sponsored research activity, making a significant contribution to the Maryland economy. Total expenditures for sponsored research increased nearly 24% from $164 million in FY 98 to $203 million in FY 99. In AY 97-98 we reached our benchmark for the number of national awards per 100 faculty. Students are the beneficiaries of outstanding teachers, and in satisfaction surveys they continue to express appreciation for the quality of their preparation for jobs and graduate education.

The percentile rank of faculty salaries as compared to our peers was 64% for Professors, 68% for Associate Professors, and 92% for Assistant Professors. While we have gained ground over the last year, overall our faculty salaries remain significantly below that of our peers. We will continue to emphasize competitive salaries for our outstanding faculty as a necessary condition for achieving quality and maintaining a tradition of excellence.

Indicators of Effectiveness (Items 7-11). MHEC: ensuring that students are successful and are contributing to the state's economic and social well-being.

The University continues a concerted effort to improve undergraduate outcomes. Plans are underway to increase the number of students living on campus, which, according to research, has a positive benefit on student completion rates. For those students completing a full-time load of 15 credits or more on average per semester, six year graduation rates are above 90%. Analyses indicate that because of work and other commitments, many of our students attend the University on a part time basis and their rates are lower.

As the data indicate, the University has made steady progress toward our retention and graduation goals and we are nearing our benchmark on several key indicators. The graduate / professional school attendance rate of our graduates continues above our benchmark. The second year retention rate of approximately 90% for the 1998 cohort is very close to our benchmark of 91%. The current six year graduate rates often reflect student performance in the early 1990's. As indicated by improved first year retention, we can expect graduation rate increases in the coming years.

Indicators of Access (Items 12-15). MHEC: making educational programs and resources available to all Maryland residents and organizations who can benefit from them.

The University continues to enroll a significant portion of the state's high school graduates. In the Fall of 1998, over 70% of the university's full-time undergraduates were Maryland residents. Measures of student qualifications such as SAT scores and high school grade point averages have reached their highest levels ever for new freshmen, indicating that the University is providing access to some of the most talented residents of the state. The University's in-state, full-time undergraduate resident tuition and mandatory fees remain competitive.

In the Fall of 1999, the percent of our graduate and professional students who are Maryland residents was 47%. This indicator includes two distinct groups of students whom we serve: students in doctoral programs and student in our masters and professional programs. Our nationally ranked doctoral programs serve the best and brightest from around the world. The University's professional programs are aimed primarily at serving the economic development needs of the state and thus serve students who are primarily Maryland residents.

The number of off-campus credit enrollments continues to increase, and we are within reach of our benchmark. The Dean of Continuing and Extended Education has enhanced our corporate training efforts and forged new cooperative arrangements with the departments to make summer school more effective. In addition, our arrangements to serve Montgomery County undergraduate day time students at the Shady Grove facility will expand access to our programs.

Indicators of Diversity (Items 16-25). MHEC: maintaining progress toward equal educational opportunity and promoting the recruitment and retention of minority students, faculty; and staff.

More than one-third of the undergraduate student population is comprised of people of color; in the Fall of 1999, 14 % of undergraduates were African-American. We are near our benchmarks for these two indicators and expect to reach them by the Fall of 2001.

We continue to lag behind our goal for the six-year graduation rate of African American students. Although, the graduation rate for African American students completing 15 credits or more on average per semester is above 90% and is similar to other students. Research indicates that many interrelated factors affect a student's success in college, including pre-collegiate preparation, familial educational background, the college environment and financial stress. Financial stress, in particular, forces too many UM students either to drop out of school altogether or lower the number of courses they take per semester so that they can work while they attend school. Because of the importance of financial support to student success, we plan to raise an endowment for undergraduate scholarships to provide sufficient financial resources to students to allow them to attend on a full-time basis and complete their programs on time. Over the long term we believe we will see the graduation rates improve.

The percent of graduate students who are African Americans remained at 8% in the Fall of 1999. Recruitment efforts for new minority graduate students have intensified and the number of admits has increased.

Indicators of Efficiency / Allocation of Resources (Items 26-29). MHEC: careful allocation of resources, productivity initiatives, cost-effectiveness techniques, and streamlining administrative operations.

The data document the contributions that the faculty, the University's most important resource, make to the teaching, research, and public service missions. The number of course units taught per full time equivalent (FTE) faculty continued at approximately 5. The percent of tenured and tenure track faculty teaching at least the standard load remained at 88% in AY 99, a level above our benchmark. About a third of tenured and tenure track faculty members teach more than a standard load of courses.

Despite a slight drop in the percentage of lower division student credit hours generated by core faculty, resulting partially from the combination of early retirements and increased course offerings, we continue to focus on moving more of our core faculty into lower division courses. Our programs such as Honors, College Park Scholars, and interdisciplinary courses that serve all students have already begun to draw on the strengths of many of our most outstanding faculty.

Private giving totaled $50 million in FY 99. The value of the endowment posted a significant gain from $208 in FY 98 to $274 million in FY 99. The University has now reached its benchmark on both of these indicators and expects future increases in our ability to leverage state tax dollars to achieve excellence.

UNIVERSITY OF MARYLAND, COLLEGE PARK

QUALITY						
Indicator		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
1	Student satisfaction with job preparation	92%	92%	93%	89%	90.0%
2	Average faculty salary by rank vs. peers (Percentile rankings)	Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
	Professor	63%	66%	60%	64%	85%
	Associate Professor	56%	52%	58%	68%	85%
	Assistant Professor	71%	79%	90%	92%	85%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
3	Student satisfaction: grad/prof sch preparation	94%	95%	97%	94%	90.0%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
4	National faculty awards per 100 FT instructional professorial faculty (full, assoc, assist)	1.71	1.78	2.39	2.41	2.00
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
5	Total expenditures for sponsored research/training grants (millions)	$140	$152	$164	$203	$130
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
6	# of books and refereed articles published by faculty	3	3	4	3	4
EFFECTIVENESS						
Indicator		1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 COHORT BENCHMARK
7	Second year retention rate	87%	88%	89%	90%	91%
8	Licensure exam passing rate Exam name: National Teacher's Exam (NTE) * percent above MD cutoff	1996	1997	1998	1999	2001 BENCHMARK
		95.2%	97.6%	98.3%	99.8%	90.0%
		1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 BENCHMARK
9	Graduate/professional sch going rate	27%	25%	33%	31%	26%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 COHORT BENCHMARK
10	Six year graduation rate	62%	63%	64%	63%	70%
		1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 COHORT BENCHMARK
11	Graduation rate of CC transfers	54%	55%	53%	55%	58%
ACCESS						
Indicator						
12	Annual tuition and required fees for full-time resident undergraduate	FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
		$4,460	$4,699	$4,939	$5,136	$5,635
		Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 2000 BENCHMARK
13	# of off-campus credit enrollments	520	468	627	653	700
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
14	% FT undergraduates who are MD residents	73%	72%	72%	73%	70%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
15	% of graduate/professional students who are MD residents	48%	45%	43%	47%	50%

UNIVERSITY OF MARYLAND, COLLEGE PARK

DIVERSITY

Indicator						
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
16	% Afr-Am of total undergraduate enrollment	14%	15%	14%	14%	15%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
17	% all minorities of total undergraduate enrollment	33%	32%	33%	33%	34%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
18	% Afr-Am graduate/professional students	8%	7%	8%	8%	10%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
19	% all minorities of graduate/professional students	16%	16%	16%	15%	17%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
20	% full-time tenure/track Afr-Am faculty	5%	6%	5%	6%	4.0%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
21	% full-time tenure/track women	22%	23%	29%	26%	22.2%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
22	% Afr-Am full-time executive/managerial	15%	13%	13%	12%	10.0%
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	FALL 2001 BENCHMARK
23	% women full-time executive/managerial	45%	42%	43%	46%	41.0%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
24	Six-year graduation rate of Afr-Am	45%	45%	48%	45%	60%
		1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Cohort BENCHMARK
25	Six-year graduation rate of all minorities	56%	57%	57%	55%	60%

EFFICIENCY/ALLOCATION OF RESOURCES

Indicator						
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
26	% of LD SCH generated by core faculty	50%	51%	49%	48%	58%
		AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
27	% tenure/tenure track faculty teaching at least the standard load	85%	83%	88%	88%	85%
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
28	$ in private giving (millions)	$35	$50	$63	$50	$44
		FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
29	$ endowment value (millions)	$118	$158	$208	$274	$200M

LIST OF INDICATORS AND DEFINITIONS

PERFORMANCE ACCOUNTABILITY INDICATORS
2000

INDICATORS	COMMUNITY COLLEGES	FOUR-YEAR COMPREHENSIVE	FOUR-YEAR RESEARCH
QUALITY			
Student satisfaction with job preparation	x	x	x
Faculty salary by rank vs. peers (percent by rank)		x	x
Employer satisfaction with CC graduates	x		
Student satisfaction with transfer preparation	x		
CC transfer student success: GPA first year	x		
Student satisfaction: grad/prof school preparation		x	x
National faculty awards			x
Number of books and refereed articles published by faculty			x
Externally funded research expenditures			x
EFFECTIVENESS			
Second year retention rate	x	x	x
Second year retention rates of developmental students (placed)	x		
Licensure exams passing rate	x	x	x
Four-year transfer and graduation rate	x		
Number students transferring to MD public four-year institutions	x		
Graduate/professional school going rate		x	x
Six year graduation rate		x	x
Graduation rate of community college transfers		x	x
ACCESS			
Tuition and fees in state/county	x	x	x
Percent county population served	x		
Continuing education (non-credit) registrations	x		
Number of off-campus credit enrollments		x	x
Percent FT undergraduates who are MD residents		x	x
Percent graduate and professional students who are MD residents		x	x
DIVERSITY			
Percent African-American of all undergraduates	x	x	x
Percent African-American graduate and professional students		x	x
Percent all minorities of all undergraduates	x	x	x
Percent all minorities of graduate and professional students		x	x
Percent African-American full-time core faculty	x	x	x
Percent women full-time core faculty	x	x	x
Percent African-American full-time executive/managerial	x	x	x
Percent women full-time executive/managerial	x	x	x
Transfer/graduation rate of African-American students	x		
Transfer/graduation rate of all minority students	x		
Graduation rate of all minority students		x	x
EFFICIENCY, PRODUCTIVITY AND USE OF RESOURCES			
Percent LCD SCH generated by core faculty	x	x	x
Percent budget to instruction	x		
Dollars in private giving	x	x	x
Dollars endowment value	x	x	x
Percent full-time core faculty teaching at least the standard load		x	x

PERFORMANCE ACCOUNTABILITY INDICATORS - COMMUNITY COLLEGES

Indicator	Source	Operational Definition
QUALITY		
1. Student satisfaction: Job preparation	MHEC follow-up surveys	% of community college graduates employed full-time in areas related to their academic major who rated their preparation for employment as very good, good or fair.
2. Student satisfaction: Transfer preparation	MHEC follow-up surveys	% of community college graduates who transferred to a four-year institution who rated their preparation for transfer as very good, good or fair.
3. Employer satisfaction	MHEC follow-up surveys	Percent of employers who rated the overall preparation of graduates for employment as very good, good or fair
4. Community college transfer student success: GPA after first year	TSS	Self-explanatory
EFFECTIVENESS		
5. Second year retention rates	EIS,DIS	The percentage of first-time, full-time degree-seeking freshmen who re-enrolled at any community college one year after matriculation.
6. Retention rates of remedial/developmental students	HGS,EIS	Percentage of students identified as having being assessed for remediation who re-enrolled at their original institution after one year.

7. Licensure exams passing rate	Licensure boards and agencies	Percentage of students who passed licensing and certification examinations in each academic field offered at institution for which such tests are conducted . Reporting is required only for disciplines where passing the examination is very important for getting a job.
8. Four-year transfer/graduation rates	EIS,DIS	Percentage of first-time, full-time degree-seeking freshmen who graduated and/or transferred to a public four-year campus within four years after matriculation.
9. Number of students transferring to a Maryland public four-year institution	MHEC undergraduate transfer report	Self-explanatory
ACCESS		
10. Tuition/fees in county	Campus data	Annual tuition and required fees per credit hour for students who are residents of the college's service area.
11. % of county population served	Enrollment by Place of Residence rpt.	Percentage of all college students in the county who are attending the community college. May include multiple counties if service area is larger.
12. Continuing education (non-credit) registrations	Campus data	Self-explanatory

DIVERSITY		
13. % African-American of total headcount enrollment	EIS	Self-explanatory
14. % all minorities of total headcount enrollment	EIS	Minorities include African-American, Asian, Hispanic and Native American. Minorities do not include Foreign or Other.
15. % African-American of full-time faculty	EDS	Self-explanatory.
16. % women of full-time faculty	EDS	Self-explanatory.
17. % African-American of full-time executive/managerial employees	EDS	Self-explanatory
18. % women of full-time executive/managerial employees	EDS	Self-explanatory
19. Four-year transfer/graduation rate of African-American students	EIS,DIS	Percentage of first-time, full-time degree-seeking African-American freshmen who graduated or transferred to a public four-year campus within four years after matriculation.
20. Four-year transfer/graduation rate of all minority students	EIS,DIS	Minorities include African-American, Asian, Hispanic and Native American. Minorities do not include Foreign or Other.
EFFICIENCY/ALLOCATION OF RESOURCES		
21. % of lower division student credit hours generated by core faculty	Campus workload information	Core faculty: all tenured and tenure-track faculty or equivalent at Institutions that do not offer tenure or tenure-track positions.
22. % of budget to instruction	IPEDS - Finance Survey	Percentage of total unrestricted (E&G) expenditures that goes to "instruction"(Section I, Part B, line 1).

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23. $ in private giving	CFAE report	Funding from private sources (including alumni, corporations, foundations, and other organizations) received in the fiscal year. Following CASE guidelines, the total gift should be reported in the fiscal year in which it is pledged, even if the pledge is to be actualized over multiple years.
24. $ endowment value	CFAE report	The market value of the institution's endowment at the end of the fiscal year.

Sources:

Follow-up surveys: Surveys of community college graduates one year after graduation

EIS - Enrollment Information System

DIS - Degree Information System

EDS - Employee Data System

TSS - Transfer Student System (SOAR)

HGS - High School Graduate System (SOAR)

PERFORMANCE ACCOUNTABILITY INDICATORS - COMPREHENSIVE/LIBERAL ARTS INSTITUTIONS

Indicator	Source	Operational Definition
QUALITY		
1. Student satisfaction: Job preparation	MHEC follow-up surveys	% of bachelor's degree recipients employed full-time who rated their education as excellent, good or adequate preparation for their job.
2. Full-time faculty salary by rank vs. peers	EDS, AAUP data	Four-year institutions are to use, for each rank, their percentile within all institutions nationally with the same Carnegie classification.
3. Student satisfaction: graduate or professional school going rate	MHEC follow-up surveys	Percent of bachelor's degree recipients who enrolled in graduate or professional school within one year after graduation and who rated their preparation for advanced education as adequate, good or excellent.
EFFECTIVENESS		
4. Second year retention rates	EIS,DIS	The percentage of first-time, full-time degree-seeking freshmen who re-enrolled at any Maryland public four-year institution one year after matriculation.
5. Licensure exams passing rate	Licensure boards and agencies	Percentage of students who passed licensing and certification examinations in each academic field offered at institution for which such tests are conducted. Reporting is required only for disciplines where passing the examination is very important for getting a job.

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6. Graduate/professional school going rate	MHEC follow-up survey	Percentage of bachelor's degree recipients who enrolled for graduate or professional study within one year after graduation.
7. Sixth year graduation rate	EIS,DIS	The percentage of first-time full-time degree-seeking freshmen who graduated from any Maryland public four-year institution within six years after matriculation
8. Graduation rate of community college transfer students	TSS	The percentage of community college transfer students who earned a bachelor's degree at a Maryland public four-year institution within four years of transferring.
ACCESS		
9. Tuition/fees	Campus data	Annual tuition and required fees for full-time resident undergraduates.
10. # of off-campus credit enrollments	S-2	Unduplicated headcount for the fall term.
11. % of full-time undergraduates who are Maryland residents	EIS	Self-explanatory
12. % of all graduate and first professional students who are Maryland residents	EIS	Self-explanatory
DIVERSITY		
13. % African-American of all undergraduate students	EIS	Self-explanatory

14. % African-American of all graduate/professional students	EIS	Self-explanatory
15. % all minorities of all undergraduate students	EIS	All minorities include African-American, Asian, Hispanic and Native American. Minorities do not include Foreign or Other.
16. % all minorities of all graduate/professional students	EIS	All minorities include African-American, Asian, Hispanic and Native American. Minorities do not include Foreign or Other.
17. % African-American of full-time tenured and tenure-track faculty	EDS	Colleges that do not award tenure or have tenure track positions should use equivalent faculty.
18. % women of full-time tenured and tenure-track faculty	EDS	Colleges that do not award tenure or have tenure track positions should use equivalent faculty.
19. % African-American of full-time executive/managerial employees	EDS	Self-explanatory
20. % women of full-time executive/managerial employees	EDS	Self-explanatory
21. Six-year graduation rate of African-American students	EDS,DIS	The percentage of first-time, full-time degree-seeking African-American freshmen who graduated from any Maryland public four-year institution within six years of matriculation
22. Six-year graduation rate of all minority students	EIS,DIS	The percentage of first time, full-time degree-seeking minority freshmen who graduated from any Maryland public four-year institution within six years of matriculation. Minorities include African-American, Asian, Hispanic and Native American. Minorities do not include Foreign or Other.

EFFICIENCY/ALLOCATION OF RESOURCES		
23. % of lower division student credit hours generated by core faculty	Campus workload information	Core faculty: all tenured and tenure-track faculty or equivalent at institutions that do not offer tenure or tenure-track positions.
24. % of tenured and tenure-track faculty teaching at least a standard load	Campus workload information	Self-explanatory
25. $ in private giving	CFAE report	Funding from private sources (including alumni, corporations, foundations, and other organizations) received in the fiscal year. Following CASE guidelines, the total gift should be reported in the fiscal year in which it is pledged, even if the pledge is to be actualized over multiple years.
26. $ endowment value	CFAE report	The market value of the institution's endowment at the end of the fiscal year.

Sources:

Follow-up surveys: Surveys of bachelor's degree recipients one year after graduation

EIS - Enrollment Information System

DIS - Degree Information System

EDS - Employee Data System

TSS - Transfer Student System (SOAR)

S-2 - Off-Campus Report

PERFORMANCE ACCOUNTABILITY INDICATORS - RESEARCH UNIVERSITIES		
Indicator	**Source**	**Operational Definition**
QUALITY		
1. Student satisfaction: Job preparation	MHEC follow-up surveys	% of bachelor's degree recipients employed full-time who rated their education as excellent, good or adequate preparation for their job.
2. Full-time faculty salary by rank vs. peers	EDS, AAUP data	Four-year institutions are to use, for each rank, their percentile within all institutions nationally with the same Carnegie classification.
3. Student satisfaction: graduate or professional school going rate	MHEC follow-up surveys	Percent of bachelor's degree recipients who enrolled in graduate or professional school within one year after graduation and who rated their preparation for advanced education as adequate, good or excellent.
4. National faculty awards	Campus data, EDS	The number of awards per 100 full-time instructional faculty at the ranks of professor, associate professor and assistant professor. The particular awards to be used are Guggenheim, Fulbright, NHE and Sloan Fellowships, National Young Investigators Awards, PEW, SEARLE, WELLCOME, and membership in NAE, NAS and IOM
5. Externally funded research expenditures in dollars	Campus data	Include both total direct and indirect costs

6. Number of books and refereed articles published by the faculty	Campus data	Calculate number as a ratio of the FTE core faculty. Books and refereed articles refer to those authored, co-authored or edited by faculty members. They do not include works published by a "vanity" press or publication.
EFFECTIVENESS		
7. Second year retention rates	EIS,DIS	The percentage of first-time, full-time degree-seeking freshmen who re-enrolled at any Maryland public four-year institution one year after matriculation.
8. Licensure exams passing rate	Licensure boards and agencies	Percentage of students who passed licensing and certification examinations in each academic field offered at institution for which such tests are conducted. Reporting is required only for disciplines where passing the examination is very important for getting a job.
9. Graduate/professional school going rate	MHEC follow-up survey	Percentage of bachelor's degree recipients who enrolled for graduate or professional study within one year after graduation.
10. Sixth year graduation rate	EIS,DIS	The percentage of first-time full-time degree-seeking freshmen who graduated from any Maryland public four-year institution within six years after matriculation
11. Graduation rate of community college transfer students	TSS	The percentage of community college transfer students who earned a bachelor's degree at a Maryland public four-year institution within four years of transferring.

ACCESS		
12. Tuition/fees	Campus data	Annual tuition and required fees for full-time resident undergraduates.
13. # of off-campus credit enrollments	S-2	The unduplicated headcount for the fall term.
14. % of full-time undergraduates who are Maryland residents	EIS	Self-explanatory
15. % of all graduate/professional students who are Maryland residents	EIS	Self-explanatory
DIVERSITY		
16. % African-American of all undergraduate students	EIS	Self-explanatory
17. % African-American of all graduate/professional students	EIS	Self-explanatory
18. % all minorities of all undergraduate students	EIS	All minorities include African-American, Asian, Hispanic and Native American. Minorities do not include Foreign or Other.
19. % all minorities of all graduate/professional students		All minorities include African-American, Asian, Hispanic and Native American. Minorities do not include Foreign or Other.
20. % African-American of full-time tenured and tenure-track faculty	EDS	Colleges that do not award tenure or have tenure track positions should use equivalent faculty.
21. % women of full-time tenured and tenure-track faculty	EDS	Colleges that do not award tenure or have tenure track positions should use equivalent faculty.
22. % African-American of full-time executive/managerial employees	EDS	Self-explanatory
23. % women of full-time executive/managerial employees	EDS	Self-explanatory

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24. Six-year graduation rate of African-American students	EIS,DIS	The percentage of first time, full-time degree seeking African-American freshmen who graduated from any Maryland public four-year institution within six years of matriculation
25. Six-year graduation rate of all minority students	EIS,DIS	The percentage of first time, full-time degree-seeking minority freshmen who graduated from any Maryland public four-year institution within six years of matriculation. Minorities include African-American, Asian, Hispanic and Native American. Minorities do not include Foreign or Other.
EFFICIENCY/ALLOCATION OF RESOURCES		
26. % of lower division student credit hours generated by core faculty	Campus workload information	Core faculty: all tenured and tenure-track faculty or equivalent at institutions that do not offer tenure or tenure-track positions.
27. % of tenured and tenure-track faculty teaching at least standard load	Campus workload information	Self-explanatory
28. $ in private giving	CFAE report	Funding from private sources (including alumni, corporations, foundations, and other organizations) received in the fiscal year. Following CASE guidelines, the total gift should be reported in the fiscal year in which it is pledged, even if the pledge is to be actualized over multiple years.
29. $ endowment value	CFAE report	The market value of the institution's endowment at the end of the fiscal year.

Sources:

Follow-up surveys: Surveys of bachelor's degree recipients one year after graduation

EIS - Enrollment Information System

DIS - Degree Information System

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EDS - Employee Data System

TSS - Transfer Student System (SOAR)

S-2 - Off-Campus Report

GUIDELINES FOR BENCHMARKS

SUGGESTED GUIDELINES - BENCHMARKING ACCOUNTABILITY INDICATORS
Maryland Higher Education Commission

The new performance accountability process for Maryland public colleges and universities requires the development of benchmarks, or goals, for each indicator. These benchmarks are to be developed using a "bottom-up" approach, with the involvement of faculty as appropriate. This means that each institution will prepare its own set of benchmarks and submit them to its governing board for approval. Colleges and universities are encouraged to collaborate with institutions with similar missions in the development of the benchmarks. The Maryland Higher Education Commission must approve benchmarks recommended by the governing boards.

This document is designed to be illustrative of the type of approaches that institutions can use in preparing benchmarks. It is not a authoritative model that must be followed. Benchmarking approaches may vary with each indicator.

Definition of "Benchmark"

The five-year goal for each indicator that the institution sets for itself. The goal is expected to be achievable, indicative of progress, based on the performance of similar institutions (where feasible), and reflective of the adequacy of funding.

Use of Comparative Information

Where appropriate and available, benchmarks should be based on national data: all institutions in either the relevant Carnegie category or a designated set of peers (either aspirational or current as determined by the governing board). If national data are used for benchmarking, the following should apply:

- If the institution is below the national average (mean or median) on an indicator, the benchmark should be set at the national average or an improvement of at least 20 percent above its current level.

- If the institution is above the national average, the benchmark may be set at its current level or any improvement deemed appropriate and feasible.

Where comparative national information is not available, Maryland data may be used. For four-year institutions, this would involve comparisons with campuses in the same Carnegie classification or with those with a similar mission (teaching v. research). For community colleges, this would involve comparisons either with the statewide average for two-year institutions or with colleges of a similar size (small, medium and large).

- If the institution is below the selected average (mean or median) on an indicator, the benchmark should be set at that average or an improvement of at least 20 percent above its current level.

- If the institution is above the selected average, the benchmark may be set at its current status or any improvement deemed appropriate and feasible.

Tailoring Benchmarks to Individual Situations

Some campuses may find the above guidelines inappropriate in the case of certain indicators. Each campus' situation may require the adoption of other methods for the establishment of some benchmarks. In adopting any single benchmark, an institution may deviate from these guidelines if institutional circumstances make it reasonable to do so, providing this action is supported by the campus' governing board.

INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT FORMAT

2000 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT

- Format for Community Colleges-

1. Mission

   A brief summary of approved institutional mission statement (no more than 50 words)

2. Significant Trends (no more than one page)

   This section should identify significant academic, demographic and financial trends that have affected the achievement or lack of achievement of an institution's benchmarks.

3. Institutional Assessment (no more than three pages)

   Include a short assessment of the institution's progress in achieving the benchmarks. Where there has been lack of progress, explain possible causes and remedial actions taken.

4. Accountability Indicators

   Supply the data and benchmarks/goals for each indicator, using the definitions provided and following the format of the table shells. This information should be supplied back to the Commission in electronic form. The benchmarks should be set with the idea that they will remain fixed for a period of years.

5. Funding Issues (address the following in no more than one page)

   A. The amount of funds that was reallocated from existing campus resources to support other programs in FY 2000. **Indicate specific amounts.**

   B. Significant cost containment actions adopted by the institution in FY 2000 and the level of resources saved. This must include detailed ways in which the institution has reduced waste, improved the overall efficiency of their operations, and achieved cost savings. **Attach dollar amounts to each**

specific effort. An example:

o Elimination of seven full-time positions -	$121,175
o Reduction of 11 part-time support staff positions -	$201,644
o Reduction of one associate dean position -	$ 17,000
o Reduction in electric utility expenses -	$ 30,000
o Reduction in part-time staff for special events -	$ 14,000
o 50 percent reduction in travel -	$100,076
o 5 percent reduction in operating budget -	$ 90,583
o Reduction in the replacement of vehicles -	$ 54,146

6. Initiatives - list **all** initiatives in the FY 2002 operating budget. Include the following information:

   A. Brief description of the initiative

   B. Relationship to the institutional missions

   C. Cost

   D. Source(s) of additional funds if applicable

   E. Projection of full cost by fiscal year if the initiative is to be funded over a period of years.

2000 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT

- Format for Four-Year Colleges and Universities-

1. Mission

   A brief summary of approved institutional mission statement (no more than 50 words)

2. Significant Trends (no more than one page)

   This section should identify significant academic, demographic and financial trends that have affected the achievement or lack of achievement of an institution's benchmarks.

3. Institutional Assessment (no more than three pages)

   Include a short assessment of the institution's progress in achieving the benchmarks. Where there has been lack of progress, explain possible causes and remedial actions taken.

4. Accountability Indicators

   Supply the data and benchmarks/goals for each indicator, using the definitions provided and following the format of the table shells. This information should be supplied back to the Commission in electronic form. The benchmarks should be set with the idea that they will remain fixed for a period of years.

5. Funding Issues (address the following in no more than one page)

   A. The amount of funds that was reallocated from existing campus resources to support other programs in FY 2000. This includes reallocations necessitated by obligations not funded by the state (COLAS, merit increases, new facilities, etc.). **Indicate specific amounts.**

   B. Significant cost containment actions adopted by the institution in FY 2000 and the level of resources saved. This must include detailed ways in which the institution has reduced waste, improved the overall efficiency of their operations, and achieved cost savings. **Attach dollar amounts to each specific effort.** An example:

o	Elimination of seven full-time positions -	$121,175
o	Reduction of 11 part-time support staff positions -	$201,644
o	Reduction of one associate dean position -	$ 17,000
o	Reduction in electric utility expenses -	$ 30,000
o	Reduction in part-time staff for special events -	$ 14,000
o	50 percent reduction in travel -	$100,076
o	5 percent reduction in operating budget -	$ 90,583
o	Reduction in the replacement of vehicles -	$ 54,146

6. Initiatives - provide those for which new general funds are requested or require tuition and fee increases above the consumer price index.

List each initiative in the FY 2002 operating budget which fits the above criteria. Include the following information:

A. Brief description of the initiative

B. Relationship to the institutional missions

C. Cost

D. Source(s) of additional funds if applicable

E. Projection of full cost by fiscal year if the initiative is to be funded over a period of years.